



OREGON STATE SYSTEM  
OF HIGHER EDUCATION

# Oregon College of Education Bulletin

MONMOUTH : OREGON

1951-52



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**BULLETIN**

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# Oregon College of Education

## CATALOG

1951-52



Monmouth, Oregon



## Oregon Colleges of Education

Oregon College of Education at Monmouth, Eastern Oregon College of Education at La Grande, and Southern Oregon College of Education at Ashland are accredited as degree-granting colleges by the American Association of Colleges for Teacher Education and the Northwest Association of Secondary and Higher Schools.

Two curricula are offered in teacher education. The three-year curriculum leads to a diploma and certification to teach in the elementary and junior high schools of Oregon and in many other states. The four-year program leads to a bachelor's degree and certification.

Besides the teacher-education curricula, all three colleges of education give lower-division work in liberal arts and sciences leading to the associate in arts and other certificates.

Southern Oregon and Eastern Oregon colleges of education offer semiprofessional two-year curricula in secretarial science, radio-electric service and management, medical and dental assistantship, merchandising, and other fields leading to certificates of associate in science.



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## Academic Calendar

### September, 1951

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### October, 1951

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### November, 1951

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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
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### December, 1951

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23	24	25	26	27	28	29
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### January, 1952

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

### February, 1952

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

### Fall Quarter, 1951

September 20-24, *Thursday* through *Monday*  
Freshman days and registration of entering students

September 24, *Monday*  
Registration of returning students  
(Last day to register without penalty)

September 25, *Tuesday*.....Classes begin

October 6, *Saturday*.....Last day for new registration or addition of a new course

October 27, *Saturday*....Last day for dropping a course without being responsible for grade

November 22-25, *Thursday* through *Sunday*  
Thanksgiving vacation

December 18-19, *Tuesday* and *Wednesday*  
Final examinations

December 19, *Wednesday*.....Fall quarter ends

### Winter Quarter, 1952

January 2, *Wednesday*.....Registration  
(Last day to register without penalty)

January 3, *Thursday*.....Classes begin

January 16, *Wednesday*.....Last day for new registration or addition of a new course

February 2, *Saturday*....Last day for dropping a course without being responsible for grade

March 17-18, *Monday* and *Tuesday*  
Final examinations

March 18, *Tuesday*.....Winter quarter ends



# Oregon College of Education

## Spring Quarter, 1952

March 24, *Monday*.....Registration  
(Last day to register without penalty)

March 25, *Tuesday*.....Classes begin

April 7, *Monday*.....Last day for new  
registration or addition of a new course

April 26, *Saturday*.....Last day for dropping  
a course without being responsible for grade

May 30, *Friday*.....Memorial Day, holiday

June 1, *Sunday*.....Baccalaureate

June 4, *Wednesday*.....Commencement

June 5-6, *Thursday and Friday*  
Final examinations

June 6, *Friday*.....Spring quarter ends

## March, 1952

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23	24	25	26	27	28	29
30	31					

## April, 1952

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26	27	28	29	30		

## May, 1952

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## June, 1952

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## July, 1952

S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## August, 1952

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

The colleges of education have been authorized by the State Board of Higher Education to lengthen the 1952 Summer Session to 11 weeks. The calendar will be available in the 1952 Summer Session catalog.



# ***This is Oregon College of Education***

The questions most frequently asked about the Oregon College of Education are listed below with brief answers to each. Further information concerning each topic may be found on the page or pages indicated.

## ***I. Where is OCE?***

OCE is in Monmouth, in the heart of the Willamette Valley. Monmouth is located 65 miles south of Portland on highway 99W, 15 miles west of Salem and 20 miles north of Corvallis. (P. 16).

## ***II. What are the advantages of attending OCE?***

At OCE you may prepare for teaching at the elementary and junior high-school levels, fields in which vocational opportunities are great and salaries are attractive. (Pp. 33-38).

At OCE, a medium-sized school, you will have greater opportunities to become personally acquainted with your instructors and with your fellow students. (P. 24).

At OCE you will have greater opportunity to participate in student activities. (Pp. 28-31).

At OCE you will have greater opportunities to work and live with students sharing your vocational and social interests.

## ***III. What are some attractive campus features at OCE?***

Spacious lawns, shrubbery, and flowers give the campus a gardenlike appearance.

OCE's famous fir grove, planted by a group of early graduates, is a state-wide landmark.

OCE's buildings provide attractive classrooms, laboratories, and recreational space.



OCE, one of the oldest colleges in the West, has a heritage of traditions and an atmosphere of distinction that pervade the campus.

(Pp. 16-18).

#### **IV. What vocations may I prepare for at OCE?**

##### **A. Teaching.**

By completing the three-year course of study, you may qualify to teach in the elementary and junior high schools in Oregon.

By completing the four-year course of study, you may qualify to teach in the elementary and junior high schools in Oregon, and will also receive a B.S. degree with a major in elementary education.

(Pp. 33-38).

##### **B. Other professions.**

You may take a maximum of two years' work, which will satisfy freshman and sophomore requirements at other colleges and universities. For example, if you are planning to major in law, you may complete your freshman and sophomore years at OCE.

(Pp. 38-40).

#### **V. If I plan to teach, what courses will I take at OCE?**

During your freshman year, your courses will be largely background courses in science, social science, and English, with some opportunity for work in art, music, and physical education.

During your sophomore year, many of your courses will be in psychology, education, art, and music.

During your third year, you will have the opportunity to work with the children in the elementary school.

(Pp. 36-38).

#### **VI. What activities are offered at OCE?**

You may enjoy a complete program of intercollegiate athletics (football, basketball, baseball, track, and tennis), either as a participant or as a spectator.



You may participate in a well-rounded program of intramural sports. Women, by participating in WAA activities, may earn athletic sweater awards.

You may enjoy formal and informal dances, parties, and other student gatherings. A varied program of artists and speakers is provided each term.

You will have an opportunity to associate with your fellow students in a wide variety of clubs and special interest groups.

You may take part in school plays, intercollegiate debate and public speaking, and musical activities, including band and choir.

If you are interested, you will have an opportunity to assist with the publication of the college newspaper and the yearbook.

(Pp. 28-31).

### **VII. What will it cost me to attend OCE?**

Your *tuition and fees* will total \$30.00 each term, or \$90.00 the school year.

Your *board and room* at a college dormitory will total approximately \$170.00 each term, or \$510.00 the school year.

Your *books and supplies* will probably average \$15.00 each term, or \$45.00 the school year.

Your *incidental expenses* will vary according to your taste and financial means.

(Pp. 21-24).

### **VIII. What scholarships are available at OCE?**

A. State Board of Higher Education scholarships.

If you are interested in elementary-school teaching, you may qualify for one of the many full tuition and fee scholarships (\$90.00 per year).

If you do not plan to teach, you may still qualify for a part-tuition and fee award (\$28.50 per year).

B. PTA scholarships.

If you are interested in elementary-school teaching, you may be eligible for one of the many full-tuition and fee scholarships



made available through the Oregon Congress of Parents and Teachers. These scholarships will pay your tuition and fees for each year of your training.

C. Other scholarships.

If you have special interests and achievements, there are several other scholarships available.

(Pp. 27-28).

### **IX. Are there opportunities for part-time work at OCE?**

A variety of on-campus jobs is available if you need to supplement your funds for college.

(P. 24).

### **X. What type of housing is available at OCE?**

A. Campus.

College dormitories will provide you with comfortable and convenient living accommodations.

If you are a married veteran, you may secure convenient, low-cost housing in Veterans' Village.

B. Off-campus.

If approved for off-campus housing, you may secure housekeeping rooms in an approved residence.

(Pp. 22-23).

### **XI. Who is eligible for admission to OCE?**

If you are graduated from an accredited high school and are in the upper half of your graduating class, you are eligible for admission to OCE.

If you are in the lower half of your graduating class and can demonstrate college ability on the basis of admission tests, you may be eligible for admission to OCE.

If you have attended another accredited college and have a "C" average for all previous work, you are eligible for admission to OCE.

(Pp. 18-19).



**XII. Are entrance examinations given at OCE?**

Examinations are not given to determine your eligibility for admission except as indicated above.

All freshmen complete a series of tests, given immediately after registration. The results of these tests are used by you, the faculty, and your counselors to plan courses and activities suited to your needs and interests.

If you are a transfer student, you will either complete the tests or submit official scores of similar tests taken elsewhere.  
(Pp. 19, 25).

**XIII. Are there special opportunities for veterans at OCE?**

If you are a veteran, you may enroll at OCE under the G. I. Bill of Rights, and you will be eligible for free tuition and fees, books and supplies, and monthly subsistence payments, as authorized by the bill.

Benefits under the state-aid program are also available to OCE veteran students.

Married veterans may receive priority on apartments in Veterans' Village.  
(Pp. 23, 32).

**XIV. Are guidance services available at OCE?**

You will be assigned to a faculty member who will act as your counselor throughout your college career.

You will have opportunity to receive vocational, educational, and personal counseling from a Guidance Clinic and other individuals and specialists interested in your welfare.  
(Pp. 24-25).



# Oregon College of Education

## Faculty

CHARLES DAVID BYRNE, Ed.D., Chancellor, Oregon State System of Higher Education.

ROBEN JOHN MAASKE, Ph.D., Director of Elementary Teacher Education, Oregon State System of Higher Education.

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ROBEN JOHN MAASKE, Ph.D., President of Oregon College of Education.

A.B. (1927), University of Nebraska; M.A. (1936), University of Oregon; Ph.D. (1938), University of Minnesota. At Oregon College of Education since 1950.

LOUIS KAPLAN, Ed.D., Associate Professor of Education; Head, Department of Education; Director of Training School.

B.S. (1935), Wayne University; M.A. (1940), Columbia University; Ed.D. (1947), University of Southern California. At Oregon College of Education since 1947.

DELMER RALPH DEWEY, M.A., Associate Professor of Education; Dean of Men.

B.S. (1916), Kansas State Teachers College; M.A. (1921), Teachers College, Columbia University. At Oregon College of Education since 1928.

MARTHA HELEN HILL, B.S., Secretary to the President.

Diploma (1929), Oregon College of Education; B.S. (1932), Oregon State College. At Oregon College of Education since 1945.

MARCETA JOAN SEAVEY, M.Ed., Assistant Professor of English; Dean of Women.

B.A. (1939), M.Ed. (1950), University of Oregon. At Oregon College of Education since 1946.

ROY ELWAYNE LIEUALLAN, M.S., Assistant Professor; Registrar.

B.S. (1940), Pacific University; M.S. (1947), University of Oregon. At Oregon College of Education since 1946.

ELLIS ARNOLD STEBBINS, B.A., Assistant Professor; Business Manager.

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FLOYD BURNAP ALBIN, M.A., Assistant Professor of English.

B.A. (1932), Willamette University; M.A. (1940), University of Washington. At Oregon College of Education since 1948.

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B.A. (1940), B.Ed. (1942), M.Ed. (1945), University of Alberta; Ph.D. (1948), University of Southern California. At Oregon College of Education since 1948.

EDWARD FLETCHER BARROWS, Ph.D., Professor of Science.

Ph.B. (1923), Brown University; M.A. (1929), Harvard University; Ph.D. (1932), Brown University. At Oregon College of Education since 1932.

JOHN H. BLACK, M.A., Assistant Professor of Education; Supervisor of Teaching.

B.A. (1937), Highlands University; M.A. (1938), Oklahoma University. At Oregon College of Education since 1949.

HILDA CHRISTINE BUETTNER, M.A., Assistant Professor of Education; Supervisor of Teaching.



- B.A. (1945), Wayne State Teachers College; M.A. (1950), Northwestern University. At Oregon College of Education since 1950.
- RALPH THOMAS CARTER, M.Ed.**, Assistant Professor of Education; Supervisor of Teaching.  
B.A. (1948), Oklahoma City University; M.Ed. (1950), University of Oklahoma. At Oregon College of Education since 1950.
- RUTH HARRIETT CARTER, Ed.M.**, Assistant Professor of Education.  
B.S. (1930), Ed.M. (1934), Boston University. At Oregon College of Education since 1948.
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B.S. (1939), Southwestern State Teachers College, Weatherford, Oklahoma; M.Ed. (1950), University of Oklahoma. At Oregon College of Education since 1950.
- JOHN JEREMIAH CHAMBERLAIN, B.A.**, Instructor in Physical Education.  
B.A. (1942), University of Oregon. At Oregon College of Education since 1949.
- OSCAR CARL CHRISTENSEN, M.S.**, Associate Professor of Social Science.  
B.S. (1921), Kansas State Teachers College; M.S. (1938), University of Oregon. At Oregon College of Education since 1925.
- SYLVIA JANE CLAGGETT, M.A.**, Instructor in Art.  
B.S. (1943), Oregon College of Education; M.A. (1947), Stanford University. At Oregon College of Education since 1947.
- JANE CATHERINE DALE, M.A.**, Assistant Professor of English.  
B.A. (1938), M.A. (1939), University of Wisconsin. At Oregon College of Education since 1939.
- MARY AGNES DONALDSON, M.A.**, Assistant Professor of Education; Supervisor of Teaching.  
B.S. (1925), University of Oregon; M.A. (1937), University of California at Los Angeles. At Oregon College of Education since 1921.
- ELMER ENSZ, Ed.D.**, Assistant Professor of Education; Principal, Monmouth and Independence Campus Elementary Schools.  
B.A. (1936), M.A. (1938), Stanford University; Ed.D. (1950), University of Southern California. At Oregon College of Education since 1949.
- H. KENT FARLEY, Ed.D.**, Assistant Professor of Education.  
B.S. (1927), M.A. (1932), University of Missouri; Ed.D. (1949), University of Southern California. At Oregon College of Education since 1947.
- \*LUCIUS ELDER FORBES, Ph.D.**, Associate Professor of Psychology.  
B.S. (1917), University of Montana; M.A. (1929), Ph.D. (1931), University of Washington. At Oregon College of Education since 1931.
- MARY LOUISE GIBBONS, M.A.**, Instructor in Education; Supervisor of Teaching.  
B.S. (1926), M.A. (1933), George Peabody College. At Oregon College of Education since 1949.
- MADELEINE GOLDEN, B.S.**, Instructor in Education; Supervisor of Teaching.  
B.S. (1939), University of Oregon. At Oregon College of Education since 1947.
- MARY HELEN KING GWINN, M.A.**, Assistant Professor of Education; Supervisor of Teaching.  
B.A. (1927), M.A. (1934), University of Iowa. At Oregon College of Education since 1949.
- GEORGE JASPER HARDING, M.A.**, Assistant Professor of English and Speech.  
B.A. (1931), M.A. (1940), Washington State College. At Oregon College of Education since 1946.
- PEARL B. HEATH, M.S.**, Associate Professor of Art.  
B.A. (1931), San Jose State College; M.S. (1937), University of Oregon. At Oregon College of Education since 1927.

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\* On leave of absence, 1950-51.



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B.S. (1939), Massachusetts State Teachers College. At Oregon College of Education since 1948.

**EMMA FRANCES HENKLE, M.A.**, Associate Professor of Education; Coordinator of Elementary Education; Director of Reading Clinic.

B.S. (1931), M.A. (1932), Teachers College, Columbia University. At Oregon College of Education 1922-29 and since 1932.

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**MARTHA THRUM HOCKING, Ph.D.**, Instructor in Education.

A.B. (1925), Mills College; Ph.D. (1935), Johns Hopkins University. At Oregon College of Education since 1948.

**DESSA HOFSTETTER, B.A.**, Assistant Professor; Librarian.

B.A. (1934), University of Oregon; Certificate of Librarianship (1935), University of California. At Oregon College of Education since 1941.

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B.S. (1949), State University of Iowa; M.S. (1950), University of Washington. At Oregon College of Education since 1950.

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MARGARET ELIZABETH PERRY, B.A., Instructor in Education; Supervisor of Teaching.

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ANTON POSTL, M.S., Assistant Professor of Science.

B.S. (1940), M.S. (1942), University of Hawaii. At Oregon College of Education since 1947.

HENRY CLAY RUARK, JR., B.S., Instructor in English.

B.S. (1950), Oregon College of Education. At Oregon College of Education since 1950.

STANLEY VAN RUCKMAN, M.A., Instructor in Education; Supervisor of Teaching.

B.A. (1939), West Liberty State College; M.A. (1945), Western Reserve University. At Oregon College of Education since 1948.

DORA EDITH SCOTT, M.A., Assistant Professor of Education; Supervisor of Teaching.

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MARGARET LILLIAN STEINER, B.S., Instructor; Assistant Librarian.

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CHARLES DONALD STOWELL, B.Mus.Ed., Assistant Professor of Music.

B.Mus.Ed. (1948), University of Wichita. At Oregon College of Education since 1948.

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**MATTHEW ROY THOMPSON, M.A.**, Assistant Professor of Mathematics; Veterans' Adviser.

B.A. (1933), Willamette University; M.A. (1939), University of Washington. At Oregon College of Education since 1946.

**LEOTA GREGORY WHOLEY, M.A.**, Assistant Professor of Education; Supervisor of Teaching.

B.S. (1920), M.A. (1933), University of Chicago. At Oregon College of Education since 1950.

**HENRIETTA B. WOLFER, M.S.**, Assistant Professor of Education.

B.S. (1925), M.S. (1936), University of Oregon. At Oregon College of Education since 1925.

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**MINNIE MAE ANDREWS**, Director of Teacher Placement Service; Alumni Secretary.

At Oregon College of Education since 1946.

**FAY JOHNSON**, Assistant Registrar; Recorder.

At Oregon College of Education since 1927.

**MARIE MILLER**, Secretary, Business Office.

At Oregon College of Education since 1927.

**DONALD HOWARD SEARING, M.D.**, Physician.

B.S. (1928), College of Puget Sound; M.D. (1934), University of Oregon Medical School. At Oregon College of Education since 1936.

**CLARENCE L. TOMKINS**, Superintendent of Buildings and Grounds.

At Oregon College of Education since 1935.



# General Information

## History and Location

**O**REGON College of Education was first known as Monmouth University. It was organized in 1856 and opened in 1861. The name was changed to Christian College and the institution was chartered in 1866. In 1882 it became Oregon State Normal School, continuing under that name until 1909. For a period of two years (1909-11) it was deprived of state support. The institution was maintained by combined faculty and community cooperation until re-established as a state normal school in 1910 by vote of the people, opening in 1911 as Oregon Normal School. It continued under that name until 1939, when the Legislature designated all the state normal schools colleges of education. The presidents of the institution in the early days of its history were: Thomas W. Haley, L. L. Rowland, and A. D. Butler. Following them were: Thomas Franklin Campbell, 1869-1882; Davis Truman Stanley, 1882-1889; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; Charles Abner Howard, 1939-1947; Henry Martin Gunn, 1947-1950; Roben John Maaske, 1950 to date.

The College in many respects is very fortunately situated. Monmouth, a well administered community with a population of approximately 2,000, is located in the Willamette Valley near the state's population center, fifteen miles from Salem, sixty-two miles from Portland, and sixty miles from the Oregon beaches. Exceptional climatic and scenic advantages afford a healthful and delightful place for study and campus life. A chamber of commerce, a civic club of active, enthusiastic women, an active Parent-Teacher Association, four churches, a public park, and library are service features of the community. The campus itself is a beautiful and dignified spot entirely in keeping with the spirit of an institution of higher learning.

## Facilities

**F**ACILITIES for instruction include the campus college buildings at Monmouth, with their classrooms, libraries and laboratories, the recreation fields, and all equipment, together with the Elementary Schools at Independence.

**Campus.** Occupying an area of 25 acres, the campus of the Oregon College of Education is divided by Monmouth Avenue. To the north are a number of buildings surrounding the Quadrangle and Cottage Close, attractive garden-like areas. Immediately to the east, across the Pacific Highway, are the Monmouth Elementary School, the Library, and the Administration Building. To the south is the fir grove planted by the pioneer founders of old Christian College, and the Health and Physical Education Building. West of the grove are tennis courts, Butler Athletic Field, and Fairground Stadium.

**Campbell Hall** (1871, 1889, 1898, 1917). Campbell Hall has been named in honor of President T. F. Campbell, who served from 1869 to 1882, and his son,



Dr. Prince L. Campbell, president from 1889 to 1902. The first section of this building, which is modified Gothic architecture, was constructed in 1871. Additions have been made at different times on the north, south, and west. This early building has suggested the architectural design of the more recent structures on the campus. The building contains the main auditorium, classrooms, faculty offices, and student lounge. The auditorium is adequate in size to accommodate public attractions of the most desirable type.

**The Administration Building** (1936) is a three-story brick structure providing the president's office, personnel offices, general institutional offices, science and psychology laboratories.

**The Health and Physical Education Building** (1936) is a modern building of brick masonry walls with tapestry brick facings. The gymnasium has a floor of standard size and a seating capacity of one thousand. On the lower floor, showers, dressing rooms, and two handball courts are provided.

**Music Hall** (1890), a remodeled dwelling, affords facilities for the music department, and houses the record library.

**The Monmouth Elementary School** (1916), was completely remodeled in 1948. A primary unit was erected in 1948 to house four primary classes and a model kindergarten.

**The Independence Elementary School** (1926), situated about two miles from Monmouth, is connected with it both by private and by public bus service. It is thoroughly modern, and with its adjoining gymnasium and playground provides facilities for a complete elementary school.

**Jessica Todd Hall** (1912, 1921) accommodates 135 students. Single and double rooms are available. Built at two different periods, the building has several unusual and attractive features resulting from the adjustments necessarily made in the architectural plan. Among these features are the music room and the gallerylike reception rooms that comprise the Arcade. The large living room and the enlarged dining room are well adapted to social life.

The food service for all dormitory residents—both men and women—is provided by the kitchen and dining room located in Jessica Todd Hall.

**The Senior Cottage** (1917), a two-story house of red brick and shingled walls, is a part of the dormitory group. At the present time it provides quarters for the student health service.

**West House** (1924), a women's dormitory, is colonial in type. It affords a congenial home for a group of twenty-four women. All rooms are double, and single rooms are available only if occupancy permits.

**Arnold Arms** (1925) was purchased by the State Board of Higher Education in 1946 for use as a men's dormitory. This building is well designed for dormitory purposes and provides comfortable housing for men. All rooms are double. Single rooms are available only when occupancy permits.

**The Village** (1946), consisting of 44 apartments for married veterans, is situated on the campus. The buildings were provided by the federal government through the Federal Public Housing Authority and are substantially built, well insulated, and well furnished.

**Maple Hall** (1914), the old gymnasium and recreation hall, is now a center for student social activities. Recently remodeled, the hall is now a Student Union,



equipped with fireplace, lunch counter, reading tables, magazine racks, library shelves, a piano, and a radio-phonograph.

**Fairground Stadium**, including the field and covered grandstand, has been leased to the College by the city of Monmouth and the Polk County Fairground Board. This field has been equipped with lights for night games and evening recreation. Plans are under way for placing a permanent turf on the field. The stands and bleachers seat more than 3,000 persons.

**College Library** (1951). The library, including the audio-visual aids center, occupies the newest building on the campus and contains approximately 29,000 volumes, several thousand pamphlets, the principal magazines, and Oregon newspapers. The audio-visual aids center is organized to provide effective service in various instructional materials and equipment.

In addition, through unified library administration, all the books, totaling nearly 800,000 volumes, in the libraries of the several state institutions of higher education are made available, to the fullest extent possible, to the students and faculties of all the institutions. In the same way, the services of the trained staff of specialists in the various divisions of library service in the several institutions are also available to the entire State System of Higher Education. Libraries and museums of all the institutions are regularly open to the public in general as well as to the students and faculties of the educational system.

The library is open during school days, the first four evenings of each week, all day Saturdays, and for two hours Sunday afternoons.

**Library Fines and Charges.** The following regulations govern Library fines and charges:

(1) At the discretion of the Librarian, a maximum fine of \$1.00 per day may be imposed in special cases for failure to return books urgently needed.

(2) For overdue reserve books there will be a fine of 25c for the first hour and 5c for each additional hour, or fraction thereof, to a maximum of \$5.00.

(3) A service charge of 10c will be added to all fines reported to the Business Office for collection.

(4) Lost books will be charged to the borrower at the list price plus the amount of fine incurred up to the time the book is reported missing; in addition, the borrower will be charged a service fee of 50c.

(5) When a book which has been billed as lost is returned before a replacement has been ordered, a refund equal to the list price of the book will be made. Whether or not a refund may be made for a lost book for which a replacement has been purchased will depend upon the decision of the Librarian.

## Admission

**I**N ORDER to be admitted to the Oregon College of Education, a student must be of good moral character and must present evidence of acceptable preparation for work at the college level. The development of character is regarded as a primary aim in education and is emphasized at all the state institutions of higher education.

Every person applying for admission to the regular sessions of the College must submit complete records of all school work beyond the eighth grade. These records become the property of the College. For lack of complete records, the College may cancel the student's registration. All records should be filed with the registrar at least two weeks before the applicant expects to enter the College. If records are filed later, the student's registration may be unavoidably delayed. The registrar will evaluate the records submitted and will notify the applicant of his entrance standing.



### **Admission to Freshman Standing**

To be admitted to first-year or freshman standing without examination a student must be graduated from a standard high school in the upper half of the graduating class. A student not in the upper half of the class may be asked to take a qualifying examination to determine his eligibility for admission.

Graduation from a standard high school in Oregon involves the completion of 16 units, 8 of which shall be required as follows: 3 units in English; 2 units in social science, comprising the state-adopted courses in United States history-civics and socio-economic problems; 1 unit in health and physical education; 1 unit of mathematics; and 1 unit in the natural sciences.

Graduates from standard out-of-state high schools shall be required to present substantially the same distribution of units. Applicants who are not residents of Oregon may be required to meet additional requirements demonstrating superior ability.

Evidence of acceptable scholastic preparation may consist of either (1) certificate of preparatory-school record, or (2) statement of standing on College Entrance Board examinations.

Application for admission from students with no preparation beyond high-school graduation is made on the official form, *Application for Admission to Oregon Higher Institutions*, prepared by the State Department of Education. The applicant's scholastic record must be certified by the principal or superintendent of his school and must indicate the applicant's scholastic standing in the class. These application forms may be obtained from the high-school principal or superintendent or from the Oregon College of Education. This official certificate should be filed with the College registrar at least two weeks before the applicant expects to enter the College; if applications are submitted later, registration may be unavoidably delayed.

### **Admission with Advanced Standing**

Advanced standing is granted to students transferring with acceptable records from accredited institutions. The amount of credit granted depends on the nature and quality of the applicant's previous work, evaluated according to the academic requirements of the Oregon College of Education.

No advanced standing is granted at entrance for unaccredited work. After three terms of satisfactory work on the campus a student may receive credit for work taken in unaccredited collegiate institutions, but the courses must be equated to the regular courses offered at the Oregon College of Education.

### **Admission to the Teacher-Education Program**

Students admitted to the College are enrolled in the professional program leading to an elementary teacher's certificate after such time as they successfully fulfill the application requirements. Freshman students should apply for professional training after they have completed 32 quarter hours of work. Transfer students should make application when they enroll, provided that 32 quarter hours of credit are accepted by the College. Students must have been admitted to the teacher-education program before they are authorized to enroll in professional courses.



## Academic Procedure

**T**HE academic year of the state colleges of education is divided into three terms of approximately twelve weeks each, exclusive of the summer session, which is eleven weeks in length. Students may enter at the beginning of any term but are advised to enter in the fall. It is especially important that first-year or freshman students be present for the opening week. The opening and closing dates for the terms of the current year are given in the academic calendar on pages 4-5.

Definitions applying to academic procedures of the College are as follows:

A **SUBJECT** is a designated area of knowledge such as history, English, music, etc.

A **COURSE** is a subject or an instructional subdivision of a subject offered through a single term.

A **YEAR SEQUENCE** consists of three closely articulated courses in a subject extending through the three terms of the academic year.

A **CURRICULUM** is an organized program of study arranged to provide definite cultural or professional education.

A **TERM HOUR** represents three hours of the student's time each week for one term. This time may be assigned to work in classroom or laboratory or to outside preparation. The number of lecture, recitation, laboratory, studio, or other periods per week for any course may be found in the course descriptions in this catalog or in the regular schedule of classes.

**Grades and Points.** The quality of student work is measured by a system of grades and grade points.

*Grades.* The grading system consists of four passing grades, A, B, C, D; failure, F; incomplete, INC. Students ordinarily receive one of the four passing grades or failure. When the quality of the work is satisfactory, but the course has not been completed, for reasons acceptable to the instructor, a record of incomplete is made and additional time is granted. Students are officially withdrawn (W) from a course on filing the proper blanks with the Registrar's Office not later than the end of the first six weeks of the term. Students wishing to withdraw from a course after that date must be doing passing work in the course.

Exceptional accomplishment is denoted by the grade of A, superior by B, average by C, inferior by D, unsatisfactory by F.

*Points.* Grade points are computed on the basis of 4 points for each term hour of A grade, 3 for each term hour of B, 2 for each term hour of C, 1 for each term hour of D, and 0 for each term hour of F. Marks of INC and W are disregarded in the computation of points. The grade-point average (GPA) is the quotient of total points divided by total term hours in which grades (A, B, C, D, and F) are received. A minimum grade-point average of 2.00, or C, is required for graduation.

**Interchangeable Credits.** Transfer from one of the state colleges of education to another is wholly feasible without loss of time or credit. Credits earned at any of these colleges, moreover, are accepted at their full value in the School of Education at either the University of Oregon or Oregon State College, and are applicable toward the Junior Certificate in most other curricula.



## Fees and Deposits

**F**EEES and deposits in all the state institutions of higher education are charged according to a uniform plan, varying on different campuses according to differences in conditions or nature of work offered. The State Board of Higher Education reserves the right to change the schedule of tuition and fees without notice.

The fees at all three colleges of education are the same. In the fee schedule below are listed the regular fees paid by all students under the usual conditions. These registration fees entitle the student to the use of the College of Education Library, to the use of laboratory equipment and materials in connection with courses for which the student is registered, to medical attention and advice at the Student Health Service, to the use of the gymnasium equipment (including gymnasium suits and laundry service), and to all other services maintained for the benefit of students. No reduction of fees is made to students who may not desire to use some of these privileges.

Items	Per term	Per year
Tuition.....	\$ 8.50	\$ 25.50
Laboratory and course fee.....	1.00	3.00
Incidental fee.....	15.50	46.50
Building fee.....	5.00	15.00
Total for Oregon residents.....	30.00	90.00
Additional fee for nonresidents.....	10.00	30.00
Total for nonresidents.....	\$40.00	\$120.00

**Regulations Governing Nonresident Fee.** The Oregon State Board of Higher Education has defined a nonresident student as a person who comes into Oregon from another state for the purpose of attending one of the institutions under the control of the Board.

In order to draw a clear line between resident and nonresident students the Board has ordered that all students in the institutions under its control who have not been domiciled in Oregon for more than one year immediately preceding the day of their first enrollment in the institution shall be termed nonresident students, with the following exceptions:

- (1) Students whose fathers (or mothers, if the father is not living) are domiciled in the state of Oregon.
- (2) Children of regular employees of the federal government stationed in the state of Oregon.
- (3) Students holding bachelor's or higher degrees from higher educational institutions whose work is acceptable as preparation for graduate work.
- (4) Students in summer sessions.

**Part-Time Student's Fee.** Students registering for 6 term hours or less pay a fee of \$5.00 per credit hour. The minimum fee is \$10.00. Payment of the part-time fee entitles the student to all services maintained by the Oregon College of Education for the benefit of students.

**Auditor's Fee.** Students enrolling as auditors pay a fee of \$3.00 per credit hour.

**Late-Registration Fee.** Students registering after the scheduled registration dates of any term pay a late-registration fee of \$1.00 for the first day and \$1.00 for each additional day.



**Change-of-Program Fee.** Students are charged a fee of \$1.00 for any change they may wish to make in their programs after the last day to add courses.

**Transcript Fee.** One transcript of a student's record will be furnished by the registrar without cost. Thereafter a fee of \$1.00 will be charged for each transcript furnished.

**Music Course Fees.** For courses in applied music, fees are charged as follows:

	Per term	
	One-half hour per week	One hour per week
Instruction.....	\$22.50	\$37.50
Instruction, group lessons.....		10.00
Organ practice fee.....	6.00	10.00

	Per term			
	One hour per day	Two hours per day	Three hours per day	Four hours per day
Use of practice room.....	\$4.00	\$7.00	\$10.00	\$12.00

#### Library Fines and Charges. (See LIBRARIES, page 17.)

**Fee Refunds.** Students who withdraw from the College and who have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid, depending on the time of withdrawal. The refund schedule has been established by the State Board of Higher Education and is on file in the Business Office. All refunds are subject to the following regulations:

(1) Any claim for refund must be made in writing before the close of the term in which the claim originated.

(2) Refunds in all cases are calculated from the date of application for refund and not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes beyond the control of the student.

**Graduation Fees.** Each year students who are graduating will be charged the cost of cap and gown rental and other incidental expenses connected with graduation and commencement exercises. No person may be recommended for graduation until he has paid all fees and charges due the institution.

## Living Accommodations

IT IS recognized that in addition to trained faculties and adequate facilities for instruction, a student in college should have such living accommodations which will not only promote his physical health but also provide him with opportunities for mental, social, and spiritual growth. To this end, living conditions are made as congenial as possible, expenses are kept at a minimum, and a wholesome, democratic atmosphere is fostered.

All women and all freshman men not living with relatives in Monmouth or Independence are required to live in the dormitories unless excused by the housing committee. Petitions to this committee are approved only on showing of convincing reasons of health, financial necessity, or other special circumstances.

All men and women will live in either the college dormitories or approved off-campus houses. Students reserving rooms in the dormitories or approved houses may not move from those rooms until the end of the term in which the reservation is made.



**Residence Halls.** Halls of residence are maintained for men and for women. Living conditions within the halls are made as nearly like those of a good modern home as possible. In addition, the method of government, the distribution of responsibility, and the opportunities for sharing in all the privileges and activities of a congenial group are such as to promote social coherence and individual development.

Jessica Todd Hall, a student residence of unusual attractiveness, unique in both plan and furnishing, accommodates 135 girls.

West House, remodeled in the fall of 1936, accommodates twenty-four women students in congenial, comfortable surroundings.

Arnold Arms, originally erected by private capital as an off-campus residence hall, was purchased in 1946 as an addition to the college housing facilities. It provides comfortable and convenient housing for men.

All three residence halls are connected with the campus steam-heating plant. Bedding and towels are furnished by the College.

The expenses for each student living in the halls in effect at the time of printing the catalog are as follows:

Room rent, payable in advance in two equal installments each term: multiple room \$46.00 per term; single room \$69.00 per term.

Board, payable in advance not later than the tenth day of each term, and not later than the fifth day of each succeeding month; \$47.00 per calendar month. If increased food costs make it impossible to provide meals at this rate, a revision of charges may become necessary.

Students paying board or room charges after the date on which payment is due are assessed a late-payment fee of \$1.00 for the first day, and \$1.00 for each additional day until a maximum charge of \$5.00 is reached. If dormitory charges are not paid within 10 days after the date due, the student's registration may be canceled.

The charges for room cover the period of the college term only. The dormitories will be open one day prior to the day scheduled in the academic calendar for the opening of each term.

Refunds and charges for periods less than a month are calculated at a daily rate based on the monthly rate.

A deposit of \$10.00 must be paid to the director of dormitories at the time of application for a room. If a student, after making the deposit, does not enter the Oregon College of Education, the deposit will be refunded, provided the director of dormitories is notified two weeks before registration day. The deposit, less any charges for breakage, is refunded when the student leaves the dormitory, except that if the student withdraws before the close of the quarter, the deposit is forfeited.

**The Village.** For married student veterans, the Federal Public Housing Authority has provided nine buildings containing forty-four apartments. These buildings have recently become the property of the College. The apartments are comfortably furnished and rent at reasonable rates.

**Off-Campus Houses.** A limited number of approved houses in Monmouth offer housekeeping rooms for students under college regulations. Information about the approved houses may be obtained from the office of the dean of women or the dean of men in the Administration Building.

**Student Expenses.** Figuring the cost of a year in college, the student usually thinks of the money he will spend from the time he leaves home until he returns at the close of the year. Such an estimate includes, of course, such personal items as clothing, travel, and amusement, items which vary according to the thrift, discrimination, and habits of the individual. The following table gives as nearly as possible the average expenses incurred by a student during an academic year. Board and room estimates are based on charges commonly paid by students. The cost of board and room in some private homes is somewhat lower. The incidental item varies greatly with the individual. Cost of clothing is not included. The expenses of the first term are listed separately, since the first term involves expenses not incurred during the second and third terms.



Items	First term (13 weeks)	Year (35 weeks)
Institutional fees.....	\$ 30.00	\$ 90.00
Books and supplies.....	15.00	45.00
Board and room.....	180.92	511.16
Incidentals.....	15.00	45.00
Total.....	\$240.92	\$691.16

NOTE: Board and room estimates include the cost of a multiple room at the residence halls, and are figured on the rates in effect at the time of publication of this catalog.

**Self-Support.** Many students earn a large part of their expenses by work in the summers and during the academic year. Only those who are in good health and who can maintain a high scholastic standing can expect to succeed in carrying a full college course and at the same time earn a major part of their expenses.

The work available during the academic year consists of such tasks as housework, janitor work, typewriting, reporting, waiting on table, clerking, gardening, caring for children, and other odd jobs.

Organized effort is made to assist those desiring to find work. Applications should be made to the dean of women or to the dean of men. Remunerative employment cannot be guaranteed to all who may desire it, and the new student should have sufficient funds to cover the expenses of at least the first term. The attention of new students who intend to earn all or part of their living is called to the following results of experience:

- (1) Work of any kind is much more readily obtained after the student has had opportunity to familiarize himself with the local conditions.
- (2) No student should expect to obtain employment by correspondence. Positions for part-time employment are not listed, as a rule, until about the time the term opens.
- (3) No student should come expecting to earn money unless he knows how and is willing to work. Only those students who do their work well can succeed in obtaining employment.
- (4) A student earning his board and room or working 15 hours or more a week should not expect to carry a full load of term hours.

## Student Welfare

EVERY effort is made at Oregon College of Education to promote student welfare. Special personnel services and agencies coordinate the program, and all members of the faculty and staff assist in promoting a personnel program that will insure for each student maximum intellectual, social, and esthetic development.

### Student Personnel Program

The Personnel Committee and the dean of men and the dean of women have general responsibility for the personnel program and for student welfare. The deans are available to students at all times for personal guidance and scholastic counseling.

A counselors' program has been initiated to insure for every student personalized help in planning his college course, and in making adjustments to college life. Faculty counselors are assigned to every new student, and the student may retain this counselor throughout his college career; however, if the student wishes, he may change counselor at any time. The faculty counselors become acquainted with the student and are available for consultation whenever the student wishes help.

The orientation program for all new students is an important feature of the fall term. During Freshman Week, social functions, guided campus tours, fire-



sides, and assemblies are planned to interest students in the many aspects of college life, its responsibilities and possibilities. The orientation program is continued throughout the fall term through a series of weekly meetings for all new students. Special lectures and discussions are held to acquaint the entering students with the different services offered at the College, and to give them information on vocational opportunities, proper study habits, college practices, and traditions.

A series of placement and aptitude tests provides students and counselors with information valuable in planning professional work and in general counseling.

The registrar is always available for planning programs and assisting in evaluation of work completed or work to be done. The director of teacher education and the placement secretary assist students in preparing for desired fields of teaching and in obtaining suitable positions.

Religious education is fostered on the campus by biweekly chapel services which are planned by the students and faculty. Well-known religious leaders from all parts of the state participate in the program. The services are nonsectarian and attendance is entirely voluntary.

### **Bookstore**

A bookstore is maintained through which students have opportunity to rent some of their textbooks at nominal rates.

### **Student Health Service**

Through the Student Health Service the College undertakes to safeguard the health of its students. This is done through health education, medical examinations, vigilance against incipient disease, medical treatment, and the maintenance of hygienic student living conditions.

The health services at the institutions in the Oregon State System of Higher Education are maintained on a self-supporting, nonprofit basis. Any student, having paid the incidental fee of \$15.50 per term (see page [ ]), is entitled to general medical attention and advice at the Student Health Service during office hours. If his condition requires hospital care for general medical attention, he is entitled to free hospitalization for a limited period; for a student in attendance for three terms, a total of 15 days during the school year. For a longer period an additional charge of \$5.00 per day is made. When a special nurse is necessary, the expense must be met by the student. All expenses of, or connected with, surgical operations or highly specialized service must be borne by the student. A student who is ill may, on request, be attended at his rooming place by health-service physicians. For such a call at a student's place of residence an additional fee of \$2.00 is charged for each call between 8:00 a.m. and 5:00 p.m., \$3.00 after 5:00 p.m., payable at the Business Office upon receipt of a statement from the Student Health Service. Calls after health-service hours should be telephoned to the Student Health Service.

The Oregon College of Education Health Service maintains a dispensary on the campus for the protection and promotion of health for the students. The service is in charge of a physician and is supervised by a registered nurse.

The Student Health Service is not available to members of the faculty.

**Vaccination.** Under ruling of the State Board of Higher Education, students are required, as a condition of entrance to any of the institutions in the State System, to satisfy the institutional physician of immunity to smallpox (by evidence of having had the disease or of successful vaccination). Exception is made, however, for students who decline vaccination because of religious convictions. Such stu-



dents may be admitted, but only on the condition that they, or (in case of minor or dependent students) their parents or guardians, agree in writing to assume all expenses incident to their care or quarantine, should they fall ill with smallpox while students at the institution.

### **Loan Funds**

As an aid to students in financing a part of their residence study a number of loan funds have been established. Some of these are available to students at any of the institutions in the Oregon State System of Higher Education. Other loan funds are available only to students on certain campuses. These funds are administered by officers of the institution in accord with provisions specified by the respective donors of funds. Applications for loans should be made to the dean of women or the dean of men, or directly to the business manager.

Loan funds at the College of Education have benefited many earnest and capable students who could not have completed their college training without this financial aid. The funds are being gradually increased by generous friends. The money is kept in constant circulation under the direction of the student-loan-fund custodian.

**The Ackerman Memorial Loan Fund**, named in memory of the late J. H. Ackerman, former president of the College of Education, has been built up through the contributions of graduating classes, individual contributions from members of the Alumni Association, and from the faculty.

**The Federation of Women's Clubs Educational Fund** provides loans to a limited number of students.

**Masonic Educational Funds.** The Grand Lodge of the State of Oregon has assigned \$2,000 to a fund which may be used by needy sons and daughters of Master Masons. Loans from this fund are made at the discretion of the Trustees of the Grand Lodge, upon the recommendation of the president of the institution and the approval of the Master and Wardens of the lodge located in the same place as the institution. Loans to any one student may not exceed \$300 in a college year, subject to repayment in full or in installments at the borrowing student's earliest convenience.

The Knights Templar have a national fund available for the aid of students in the junior and senior years. The student applying need not necessarily have Masonic affiliations as a prerequisite. Loans from this fund are obtained in the manner above described.

**Eastern Star Educational Fund.** Loans are available to students who are members or daughters of members of the Order of the Eastern Star. Loans are made in amounts of not more than \$300 in a college year. Notes are for one year, renewable at the pleasure of the Worthy Matron, and draw 4 per cent interest. Loans are made upon honor, no security being asked, and will be made by the Trustees of the Grand Lodge on the recommendation of the president of the institution which the student is attending and the approval of the Worthy Matron and Worthy Patron of the chapter of the Order of the Eastern Star located in the same place as the institution of learning.

**Rachel Phillips Loan Fund.** The Oregon College of Education was made beneficiary of one-third of the estate of Mrs. Rachel Phillips, of Oregon City. The amount of the bequest was made available for use as a student loan fund by the Board of Regents.



**Ben Selling Loan Fund.** Many worthy students have been assisted through the Ben Selling Loan Fund.

**The J. S. Landers Loan Fund** is an emergency fund to meet immediate needs of students. Loans are made in small amounts and are for a short time only.

**Red Cross Loan Fund.** Loans are made to students for remedial purposes through the Health Department.

**The Harry L. Holmes and David H. Holmes Scholarship Fund.** Loans from the Harry L. Holmes and David H. Holmes scholarship fund are available to worthy students, preferably men, of Medford and Jackson County. Students to receive loans are selected by a committee of Jackson County residents, including the donors of the fund, Harry L. and David H. Holmes.

**The Charles H. Thompson Fund for Girls.** Young women in college may apply for loans from the Charles H. Thompson Fund for Girls, which was established by the will of the late Charles H. Thompson.

**The Julia McCulloch Smith Loan Fund** was given to the Oregon College of Education by Mr. John E. Smith, of Ames, Iowa, in memory of his wife Julia McCulloch Smith, a graduate of the Oregon College of Education. The fund is loaned to worthy women students.

**Patrick D. Dillian Memorial Student Loan Fund for Seaside High-School Graduates.** The purpose of this fund is to assist able, worthy, and kind students, graduates of Seaside High School, to attend any of the state institutions of higher learning.

**The Virginia Martin Memorial Loan Fund** was established in 1948 and makes available to students short- or long-term loans not to exceed \$100.00.

**Thomas Roberts Loan Fund.** From the estate of Thomas L. Roberts this fund was made available to worthy young men and women of the state of Oregon to encourage spirituality and ability to be of service to others.

### **Honors, Awards, and Scholarships**

As an incentive to unusual achievement in scholarship and activities generally, or in special fields of endeavor, certain scholarships have been provided as awards to students.

**The Julia McCulloch Smith Award** is given each year to the outstanding senior woman.

**The Eloise Buck Memorial Award** is given each year to a student for outstanding accomplishment in creative writing.

**The Oregon Congress of Parents and Teachers.** Tuition scholarships of \$90.00 per year, for admission to any standard state-supported elementary teacher training institution in Oregon, for a period not to exceed four years, have been established for the purpose of attracting to the teaching profession students of outstanding ability and sincerity of purpose. High-school graduates or college students desiring to secure the elementary credentials may apply for scholarships. College graduates are also eligible if the teacher education work they contemplate will qualify them for the regular elementary teaching credential. The awards will be based on (1) scholastic record, (2) character and personality, (3) leadership, (4) school citizenship, (5) sound health. The scholarships will be restricted to those preparing to teach in the public elementary schools of Oregon.



**State Scholarships.** A generous number of full tuition and fee scholarships are made available each year by the State Board of Higher Education for outstanding students planning to be teachers in Oregon's elementary schools. These scholarships carry values of \$90.00 per year and cover all tuition and fee payments.

Additional scholarships are available in the amount of \$28.50 per year and may be awarded to outstanding students regardless of their vocational plans.

The scholarships described above are available to graduates of Oregon high schools who rank in the upper third of their graduating class, and who need financial assistance. They are available also to students who have already been enrolled in institutions of higher education and who have a grade-point average of 2.50. At least 50 per cent of the scholarships are awarded to entering students. Applications should be made by April 1, on official blanks, to the secretary of the State Board of Higher Education, Eugene, Oregon, or to the Registrar, Oregon College of Education. Awards will be announced May 1.

**Bernard Daly Educational Fund.** Under terms of the will of the late Dr. Bernard Daly of Lakeview, Oregon, worthy self-supporting young men and women of Lake County, Oregon, may receive a part or all of their necessary college expenses. The terms of the will provide that the income from this fund be used to pay the college expenses of at least fifteen students each year. The fund is administered by a board of trustees who select candidates annually from a list of applicants recommended by the county judge and county school superintendent, following qualifying examinations given in Lake County.

**Delta Kappa Gamma Scholarship.** The chapter of Delta Kappa Gamma, women's honorary, which has as its area Polk, Yamhill, and Marion counties, sponsors a tuition and fee scholarship for outstanding high-school graduates who are interested in the teaching profession. This scholarship is effective for one year only but may be renewed if the candidate shows sufficient aptitude. Interested students should write to Mrs. Florence Hutchinson, chairman of the Delta Kappa Gamma Scholarship Committee, Oregon College of Education, Monmouth, Oregon.

**Foreign Scholarships.** A limited number of foreign scholarships are available to students from foreign countries. Each scholarship carries a value of \$55.50 to apply against fees totaling \$117.00. Complete information can be obtained by writing to President Roben J. Maaske, Oregon College of Education, Monmouth, Oregon.

## Activities and Organizations

**V**ARIOUS activities and organizations of alumni and of students add their incentive and direction to the program and ideals of the College. They not only assist in developing the individual student, but also strengthen and enrich the life and spirit of the institution.

To the extent that students become familiar with a wide scope of wholesome activities that make for a rich and satisfying life, they are unconsciously qualifying themselves for leadership in school and community life. Spontaneity, skill, and adaptability to people and conditions usually result from such activities, aside from the direct mastery of the art of accomplishment undertaken.

Participation in an activity program is particularly valuable for students planning a teaching career. A record of such participation will be helpful to the teaching candidate seeking placement and to the teacher after a position is secured.



**Associated Students.** All full-time students are members of the Associated Students. Student government is encouraged by the president and the faculty, and many administrative responsibilities are shared with the elected officers of the Associated Students.

**Associated Women Students.** The Associated Women Students includes in its membership all women students enrolled in the College, and it is a valuable asset to the institution and to the membership. The wholesome influence that the organization exerts aids the College in fostering a student atmosphere that is conducive to the development of high ethical and moral ideals and a spirit of cooperation and loyalty among women students.

**Associated Men Students.** The Associated Men Students includes in its membership all men students enrolled in the College. It promotes college and extracurricular activities of interest to men and attempts to achieve one hundred per cent participation of men students in these activities.

**Athletics, Sports, and Recreation.** Directly supporting and closely related to instruction in physical education, athletic programs are maintained for both men and women students. Participation in intercollegiate athletics with colleges of the Pacific Coast is an integral part of the physical-education program. Included is a complete schedule of games on both the varsity and freshman levels in the four major sports—football, basketball, baseball, and track. In addition, a comprehensive program of intramural sports is sponsored by the Intramural Council. Among the activities are tennis, golf, badminton, volleyball, boxing, wrestling, table tennis, horseshoes, softball, swimming, handball, touch football, basketball, track, and archery. The athletic organizations listed below supplement the organized sports.

The Order of the "O" includes all men who have been awarded the official "O" for participation in varsity competition.

The Women's Order of the "O," membership in which is determined by a point system, is pledged to cultivate and uphold high standards of sportsmanship.

The Women's Athletic Association sponsors participation by women students in extracurricular recreational activities, and gives letters to women students qualifying for the award.

Fortunately situated in the midst of the Willamette Valley, sixty-five miles southwest from Portland, the state's metropolis, and near Salem, the state capital, Monmouth affords convenient motor transportation to both these centers. Modern highways lead also to the Pacific beaches and to mountain resorts in the Cascades, which are readily accessible for holiday excursions. On the campus the dense fir grove planted by the pioneer founders of old Christian College, the Memorial Tennis Courts and Butler Athletic Field, all afford attractions for the student seeking recreation. The Willamette and Luckiamute rivers are within walking distance of the campus, and neighboring mountain forests invite the more ambitious groups to week-end hikes and picnics.

**Forensics and Dramatics.** Through organizations, and informally through classwork, forensic and dramatic activities are fostered in the College not only for the benefits which such activities bring to those participating but also for their intellectual and cultural value to the campus generally. The ability to organize and express ideas before a group of people is vitally important in all professions.

The crimson "O" Players sponsor campus dramatic productions during the year.

**Music.** Through various means, effort is made on the campus to stress the cultural benefits of music as an extracurricular activity. Musical organizations are



recognized not only as of great value to the student participating in them but as essential agencies for developing musical appreciation throughout the institution.

The College band affords opportunity for all students who play band instruments to obtain instruction and practice. A limited number of the more unusual instruments can be rented.

An *a cappella* choir for both men and women and a women's chorus are open to those students who qualify as members.

**Social Activities.** Through various social activities and organizations, particularly through living groups, students enjoy association with fellow students and personal contact with members of the faculty. The contacts thus afforded constitute one of the most pleasant features of campus life. All students have opportunity to belong to some type of social organization.

Because the real aim of education is character building, Oregon College of Education fosters, in every way possible, an atmosphere conducive to high social and ethical ideals. A close personal contact between students and instructors, resulting in mutual confidence and inspiration, is sought. All students are encouraged to participate in student activities and to have a part in establishing and maintaining the spirit of the College.

**Professional and Scholarship Fraternities.** Professional societies are maintained by students for the purpose of fostering high professional standards in scholarship. Election to membership is on the basis of special fitness or attainment in the respective departments or professional fields.

Theta Delta Phi, national honorary fraternity for men, and Sigma Epsilon Pi, honorary for women, are the two scholarship fraternities at the Oregon College of Education. Membership in each is open to any student meeting the stipulated scholastic requirements.

Phi Beta Sigma, the national honorary fraternity with the professional viewpoint, aims to develop scholarship, service, and professional attitudes. Chapters of this fraternity have been organized at a number of teachers colleges and normal schools.

Kappa Pi, the oldest honorary art Greek-letter fraternity, has chapters in forty-one states. The Oregon College of Education chapter was organized during the year 1946-47. Students elected to membership must be upperclassmen with high scholastic records, and outstanding art ability. Candidates must have the approval of the art staff.

Alpha Psi Omega, national dramatics honorary, has as its purpose to stimulate interest in dramatic activities, to secure for the College all the advantages and mutual helpfulness provided by a large national honorary fraternity, and by the means of electing students to membership to serve as a reward for their worthy efforts in participating in the plays staged by the dramatic organizations of the College. The Kappa Mu Chapter was chartered on the campus of the Oregon College of Education in the spring of 1947.

Staff and Key is an organization composed of fifteen senior and ten junior women elected by the members on the basis of scholarship, leadership, loyalty, friendliness, and cooperation. The club was organized for the purpose of cooperating with the faculty and students in keeping alive traditions of the campus, in upholding high scholastic and social standards, and in creating friendly relations through constructive measures.

The Camp Fire Group of the Oregon College of Education, which was organized in 1915, has been an active campus organization. It is affiliated with the National Camp Fire organization and has for its purpose the furthering of Camp Fire ideals and the training of girl students in group leadership.



Collecto-Coeds is a women's organization of limited membership. The organization promotes interest in athletics and student activities and assists in upholding high social standards on the campus.

Wolf Knights is a men's social organization of limited membership. The purpose of the club is to keep alive the traditions of the campus and to encourage student leadership and participation in campus social and educational activities.

Inter-Varsity Christian Fellowship, Wesley Foundation, a Lutheran Club, and a Newman Club are active organizations which provide ample opportunity for students to enjoy various kinds of religious and social activities. Membership in these groups is open to all students.

**Publications.** THE LAMRON is the weekly newspaper written, edited, and managed by students with the aid of a faculty adviser. It is designed to keep students and faculty in touch with the activities of the campus and the institution and to give student staff members valuable experience in journalistic activities.

THE GROVE is the annual publication of the Associated Students which features a review in pictures and words of the year's activities.

THE HELLO BOOK is a handbook published each year for new students.

The Student-Faculty directory, WOLF CALLS, is published each year by the Associated Students with the cooperation of Sigma Epsilon Pi.

## Placement and Follow-Up

**A**T ALL the state colleges of education provision has been made through the placement bureaus to assist students who prepare for teaching at the respective colleges to obtain teaching positions in Oregon schools. Close relation with the schools and school officers of the state is maintained so as to insure the placing of graduates in the positions for which they are best suited. The current year's graduates receive the placement service without cost; graduates of former years may receive the service of the Placement Bureau for a small annual fee.

All graduates are entitled to the follow-up services of the College staff. The staff members are on call to help the graduates adjust to the problems encountered when they begin to teach. This service is available to graduates teaching in north-western Oregon.

## Alumni Association

**T**HE graduates of the Oregon College of Education maintain a permanent alumni organization. The association maintains contact between the institution and its graduates and among the graduates themselves. The college is interested in continuing to serve its graduates in their various fields of endeavor, and they in turn are usually alert to opportunities for building up the work of their alma mater.

One of the very positive assets of the College is its loyal and active Alumni Association. The college endeavors to keep a record of its graduates, with the purpose of rendering a continuing service to them wherever possible. Members of the alumni, on their part, desire to be constantly informed as to the nature of the work and the aims and needs of the College.

THE OCEAN (Oregon College of Education Alumni News), mailed quarterly to members of the Alumni Association, is the information medium on matters of



interest to alumni. Mrs. Minnie Andrews, alumni secretary, will be glad to answer all inquiries regarding the Alumni Association.

## Opportunities for Veterans

**E**XCELLENT preparation for teaching and supervision in the elementary and junior high schools is available in the Colleges of Education for men and women discharged from the armed services. Two-year courses of study are offered in liberal arts. Veterans may also obtain the first two years' work in most professional fields preparatory to transferring to the University of Oregon or Oregon State College to finish requirements for a degree. The financial benefits relating to education in the "G. I. Bill of Rights" and the Rehabilitation Law (Public Law 346 and Public Law 16) and the Oregon State Educational Aid law are available for veterans who attend Oregon College of Education.

**Professional Training Opportunities.** The demand for qualified elementary teachers far exceeds the supply in every state in the Union. The situation is especially acute on the Pacific Coast. The need will not be met for a long time. Few fields offer the assurance of securing and retaining a job that teaching does. Teaching salaries are more than double prewar figures.

**Admission.** Veterans who are high-school graduates are admitted with freshman standing. A veteran who is within a few units of high-school graduation may, with the approval of his high-school principal, enroll as a special student; a program can be worked out to clear these deficiencies while attending college so that he may go forward toward a college degree. Veterans who have already attended college should arrange to have sent to the registrar full transcripts of all college work completed.

**Special Credit Allowed.** The average veteran is granted about 12 term hours of college credit based on the length of service, rank, and courses completed in service schools. Credit allowed the veteran will be applied to physical education, free electives, or specific course credit when the subject matter of the service course is appropriate.

**Veterans' Advisers.** An adviser has been appointed on each campus to counsel veterans who plan further education. The adviser may be consulted in person or by letter. He will welcome inquiries from veterans. Those interested in attending Oregon College of Education should write to the veterans' adviser, Mr. M. R. Thompson, Oregon College of Education, Monmouth, Oregon.



# Curricula

## Elementary Teacher Education

**E**LEMENTARY teacher education is characterized in the Federal Survey of Public Higher Education in Oregon as "undoubtedly the most important single factor influencing the future of the State." By action of the State Board of Higher Education March 7, 1932, all elementary teacher education in the State System of Higher Education was placed in charge of a director of elementary teacher education responsible to the Board through the chancellor for the work of the three colleges of education, including the Eastern Oregon College of Education at La Grande, the Oregon College of Education at Monmouth, and the Southern Oregon College of Education at Ashland. The Board provided that the director shall serve also as president of the Oregon College of Education at Monmouth.

**Combined Professional and Academic Objective.** At all the three Oregon colleges of education a twofold educational objective is sought :

(1) To provide a broad general education for the prospective teacher as an individual and citizen.

(2) To aid in the development of a well-defined philosophy of education and to provide training for effective teaching at the elementary and junior high-school levels in line with such philosophy.

The three colleges realize that their obligation to the citizens of Oregon is not discharged solely through the performance of the duty of developing teaching skill in those who go out to teach. Back of the professional training must be an acquired culture that insures an enlargement of the life and an integration of personality that will become effective in its influence upon the pupils to be taught.

**Three-Year and Four-Year Curricula.** Two teacher-education curricula preparing for elementary teaching are authorized at the Oregon colleges of education :

(1) The three-year curriculum, on the completion of which the graduate receives a diploma and becomes eligible for certification to teach in the elementary and junior high schools of Oregon. On completion of the three-year curriculum, the student may proceed without interruption to the completion of the fourth year leading to the bachelor's degree.

(2) The four-year curriculum leading to the degree of Bachelor of Science in Elementary Education (B.S. in Elementary Education). Those who earn the degree also become eligible for certification to teach in the elementary and junior high schools of Oregon.

Candidates for certification to teach in the elementary and junior high schools of Oregon must have completed three full years of training to teach in these fields. All certificates are issued by the superintendent of public instruction.

In 1941 authorization was granted the colleges of education to offer the full four years of work, beginning in 1941-42, and to grant the degree of Bachelor of Science in Elementary Education to those completing the four-year curriculum. Students who have already been graduated from the colleges of education, as well as those who may choose first to complete the three-year course, will find it possible



to return to the colleges of education for further study and to obtain the bachelor's degree without duplication of work.

**Requirements for the Diploma.** For the diploma granted on completion of the three-year curriculum, the following requirements must be met :

- (1) Term Hours : Minimum, 144.
- (2) Grade-Point Average (GPA) : 2.00 (C) or higher on all college work.
- (3) Residence Study : Minimum, 48 term hours.
- (4) Correspondence Study : Maximum, 18 term hours.

**Requirements for the B.S. Degree.** For the degree of Bachelor of Science in Elementary Education, the following requirements must be met :

- (1) Term Hours : Minimum, 192, including at least 45 in upper division.
- (2) Hours in Education : Minimum, 36, including at least 24 in upper division.
- (3) Hours in Science or Social Science : Minimum, 36.
- (4) Grade-Point Average (GPA) : Minimum, 2.00 (C) on all college work.
- (5) Residence : Minimum, 48 term hours. The final quarter (16) must be completed in residence.\*
- (6) Correspondence Study : Maximum, 24 term hours.
- (7) Major : All students completing the requirements for this degree will automatically complete a major in the field of elementary education.
- (8) Minors : All students completing the foregoing requirements will automatically complete a teaching minor in the field of social science. In addition, each student must choose and complete one teaching minor from the fields listed below. This minor shall consist of at least 9 term hours approved by the chairman of the department in addition to the required courses in the degree curriculum.

Art  
English  
Health and Physical Education  
Music  
Science and Mathematics

The course work in these minor fields will strengthen the student in specialized fields and at the same time provide a broad foundation in content and background courses so necessary for successful teaching in the elementary and junior high schools.

### Kindergarten Curriculum

Working in kindergarten offers an opportunity to see children in a unique period of their lives—their first adventure into school, a world beyond the home and neighborhood. It is interesting to see the independence that must develop in such an environment.

The teacher ready to accept children's standards for work will find their creative expressions in many media stimulating and exciting.

**General Requirements** for kindergarten teachers are as follows :

- (1) Students should have a genuine interest in young children, and it is necessary that they have the ability to play simple tunes on a piano.
- (2) It is recommended that students interested in the education of young children qualify themselves as *kindergarten-primary* teachers. This will involve

\* The Academic Requirements Committee may waive this requirement in exceptional circumstances for students who have previously met the residence requirement for one year.



supervised teaching in both areas, plus completion of courses which deal with the activities, interests, and characteristics of young children.

**State Certification Requirements.** The State Department of Education has established the following requirements for the Kindergarten Certificate:

"To be eligible for a one-year kindergarten certificate, the applicant must be eligible for or hold a regular elementary school certificate and have as part of the preparation on which such certificate is based, or in addition to it, 30 quarter hours of special training in kindergarten fields—provided that 6 of the 30 hours shall be in practice teaching."

There are no provisions for granting emergency certificates to kindergarten teachers.

**The Kindergarten Programs at the Oregon College of Education** are as follows:

(1) Minimum program:

Since many of the courses required for regular graduation are also required for kindergarten teachers, a student may qualify for a Kindergarten Certificate by completing the regular three-year curriculum, inclusive of the following:

	Term hours
Supervised Teaching in Kindergarten (Ed 415).....	10
Preprimary Education (Ed 361) or Kindergarten Curriculum and Teaching (Ed 364s).....	3
Child Growth and Development (Psy 461).....	3

(2) Recommended Program:

Students who wish to make a career of kindergarten teaching should adequately prepare themselves by earning a bachelor's degree. The program recommended for kindergarten-primary specialization is the four-year curriculum, including the courses listed above, and 10 hours of kindergarten electives chosen under guidance.

### Special Education Curriculum

With fall term, 1949, the Oregon College of Education began offering the course work necessary to obtain a Special Education Certificate. This certificate is intended for teachers who supervise the educational programs of all types of handicapped children or for those teaching maladjusted children and children having extreme learning problems.

Since much of the work required for a Special Education Certificate is also required for regular graduation, a student may qualify for such certification by completing the required courses in the three-year curriculum, and, in addition, the following courses:

	Term hours
Child Growth and Development (Psy 461).....	3
Special Education (Ed 462).....	2
Counseling and Guidance (Ed 485).....	3
General Intelligence Testing (Ed 483).....	3
Diagnostic and Remedial Instruction in Reading (Ed 465).....	3
Problems in Elementary Education (Ed 406).....	3
Speech Correction (Ed 235s).....	2

A guidance clinic with one-way vision screen has been established to provide students with the experience and instruction necessary for working with deviate children. A minimum of 6 quarter hours of clinical experience is provided through supervised teaching and through work in the guidance clinic or in the reading clinic.



Because of the work required beyond the three-year program, students wishing to qualify for a Special Education Certificate should consider the advisability of working toward a bachelor's degree in elementary education.

Further information concerning the curriculum for special education is available through the office of the director of teacher education, Oregon College of Education.

**Supervised Teaching.** All candidates for the three-year diploma and for the bachelor's degree in elementary education are required to complete successfully a program of supervised teaching.

Through its directed teaching facilities, the College of Education provides prospective teachers with the following opportunities: first, to develop through supervised experience the basic teaching skills required of a successful elementary school teacher; second, to become familiar with modern educational procedures; and third, to see demonstrated by experts the teaching procedures that the prospective teacher hopes to master.

In order that the program of supervised teaching may be carried on effectively, two modern elementary schools are maintained, one on the campus and the other at Independence. Each of these elementary schools has three primary functions: first, to serve the community by carrying on a modern program of education for the children who attend; second, to serve as a center for the training of student teachers; and third, to serve as a center for the development and demonstration of new techniques and materials of instruction which will benefit the public schools of the state.

To be eligible to enroll for supervised teaching in the elementary school a student must have earned a grade average of C or better in all previous work. Various standardized tests are given throughout the year to determine the student's proficiency in the essential subjects taught in elementary grades. Additional requirements include evidence of good health, absence of speech defects, desirable character and personal attributes, and the satisfactory completion of two years of acceptable work at the college level (96 quarter hours). In general, the course prerequisites for admission to Supervised Teaching can be met by completing the first two years of the three-year curriculum.

Students are required to spend in the elementary school one-half of each day during three terms of their third or fourth year.

Students who have had previous teaching experience or who have some special qualifications which are thought to satisfy any of the foregoing requirements may petition for relief from those requirements.

### THREE-YEAR CURRICULUM

#### College of Education Diploma

##### First Year

	Term Hours		
	F	W	S
English Composition (Eng 111, 112, 113).....	3	3	3
Biological Science Survey (Sc 101, 102, 103).....	3	3	3
Foundations of Physical Science (Sc 201).....	3	..	..
Geography (Geog 201, 202).....	..	3	3
Orientation (SSc 111).....	1	..	..
Personal Hygiene (H 150).....	2	..	..
Essentials of Speech (Eng 120).....	..	3	..
Background of Social Science (SSc 101, 102, 103).....	3	3	3
Physical Education (PE 111, 112, 113).....	1	1	1
Elective .....	..	..	3
	16	16	16



## Second Year

	Term Hours		
	F	W	S
World Literature (Eng 107, 108, 109).....	3	3	3
General Psychology (Psy 201, 202).....	3	3	..
Educational Psychology (Ed 312).....	..	..	3
Introduction to Education (Ed 354).....	3	..	..
Primary Education (Ed 358).....	..	4	..
Intermediate and Upper-Grade Education (Ed 359).....	..	..	4
Music I: Introductory Course in Music (Mus 281), Music II: Music Reading and Ear Training (Mus 282), Music III: Music Education (Mus 283).....	3	3	3
Art Structure I, II, III (A 211, 212, 311).....	3	2	3
Physical Education in the Elementary Grades (Ed 344, 345, 346).....	1	1	1
	16	16	17

## Third Year

Supervised Teaching (Ed 415).....	5	5	5
Educational Tests and Measurements (Ed 418).....	3	..	..
Children's Literature (Eng 388).....	3	..	..
Applied Mental Hygiene (Ed 460).....	..	3	..
School Organization (Ed 476).....	..	3	..
History of Oregon (Hst 377).....	..	..	2
Elementary-School Library (Ed 380).....	..	2	..
Health Education (Ed 351).....	2	..	..
American History and Government (Hst 378).....	..	..	3
Electives .....	3	3	5
	16	16	15

## FOUR-YEAR CURRICULUM

## B.S. Degree in Elementary Education

## First Year

English Composition (Eng 111, 112, 113).....	3	3	3
Foundations of Physical Science (Sc 201, 202, 203).....	3	3	3
Biological Science Survey (Sc 101, 102, 103).....	3	3	3
Background of Social Science (SSc 101, 102, 103).....	3	3	3
Orientation (SSc 111).....	1	..	..
Personal Hygiene (H 150).....	2	..	..
Essentials of Speech (Eng 120).....	..	3	..
Physical Education (PE 111, 112, 113).....	1	1	1
Elective .....	..	..	3
	16	16	16

## Second Year

World Literature (Eng 107, 108, 109).....	3	3	3
Social Science: History of Western Civilization (Hst 201, 202, 203) <i>or</i> Principles of Economics (Ec 201, 202, 203) <i>or</i> Sociology (Soc 201, 202, 203).....	3	3	3
General Psychology (Psy 201, 202).....	3	3	..
Educational Psychology (Ed 312).....	..	3	3
Geography (Geog 201, 202, 203).....	3	3	3
Physical Education (PE 211, 212, 213).....	1	1	1
Electives .....	3	3	3
	16	16	16

## Third Year

Introduction to Education (Ed 354).....	3	..	..
Primary Education (Ed 358).....	..	4	..
Intermediate and Upper-Grade Education (Ed 359).....	..	..	4
*Music I: Introductory Course in Music (Mus 281), Music II: Music Reading and Ear Training (Mus 282), Music III: Music Education (Mus 283).....	3	3	3
*Art Structure I, II, III (A 211, 212, 311).....	3	2	3
Physical Education in the Elementary Grades (Ed 344, 345, 346).....	1	1	1
Health Education (Ed 351).....	..	..	2
Elementary-School Library (Ed 380).....	..	2	..
American History and Government (Hst 378, 379).....	3	3	..
History of Oregon (Hst 377).....	2	..	..
Electives .....	1	1	3
	16	16	16

\* Students following the four-year curriculum and planning to minor in music or art should begin work in the minor field during the first or second year.



## Fourth Year

	Term hours		
	F	W	S
Supervised Teaching (Ed 415).....	5	5	5
Educational Tests and Measurements (Ed 418).....	3	..	..
Children's Literature (Eng 388).....	3	..	..
School Organization (Ed 476).....	..	3	..
Contemporary Problems (SSc 411).....	..	..	3
Applied Mental Hygiene (Ed 460).....	..	3	..
Audio-Visual Aids in Education (Ed 435).....	5	5	3
Electives .....	5	5	5
	16	16	16

## Lower-Division Liberal Arts and Sciences

IN ORDER to distribute as widely as possible over the state the benefits of a general or basic higher education, such as the lower division offers, freshman and sophomore work in liberal arts and sciences is offered at the Oregon colleges of education to students who do not plan to become elementary-school teachers.

For students who plan to complete work for the bachelor's degree the two lower-division years provide breadth of general education and the foundation for specialization on the upper-division level in some major field of the liberal arts and sciences. Students explore several fields of study with a view to determining special interests and aptitudes. For students who complete no more than the first two years of college or university, the lower-division work aims to afford a balanced cultural program and preparation for intelligent citizenship.

### PURPOSE

The primary purpose of the lower-division organization in the Oregon State System of Higher Education, as established by the State Board of Higher Education, is as follows:

#### (1) Basic Education.

Insuring to all students the elements of a sound general education during their first two years, delaying specialization until the junior and senior years, and then encouraging it to a high degree.

#### (2) Orientation.

Providing students with a period of exploratory contact which will enable the institution to assist them to make a wise selection of specialization on the basis of their abilities and aptitudes.

### LOWER-DIVISION REQUIREMENTS

The time of the student taking lower-division work is spent in fulfilling the requirements for: (1) a *Junior Certificate* leading to upper-division standing, or (2) a *Lower-Division Certificate*, or (3) an *Associate in Arts Certificate*.

The *Junior Certificate* admits to upper-division standing and the opportunity to pursue a major curriculum at the University or the State College, leading to a degree. The requirements are as follows:



- (1) Term Hours : Minimum, 93.
- (2) Grade-Point Average : Minimum, 2.00.
- (3) English Composition : 9 term hours unless excused.
- (4) Physical and Health Education : 6 term hours unless excused.
- (5) Personal Hygiene.
- (6) Group requirements : A prescribed amount of work selected from three groups representing comprehensive fields of knowledge. The three groups are : language and literature, science and mathematics, social science. The group requirements are : at least 9 approved term hours in each of the three groups and at least 9 additional approved term hours in courses numbered 200-210 in any one of the same three groups.

Year sequences applicable in meeting group requirements are :

#### LANGUAGE AND LITERATURE GROUP

Eng 107, 108, 109. World Literature, 3 hours each term.

Eng 201, 202, 203. Shakespeare, 3 hours each term.

Eng 204, 205, 206. American Literature, 3 hours each term.

#### SCIENCE GROUP

Sc 101, 102, 103. Biological Science Survey, 3 hours each term.

Ch 101, 102, 103. Elementary General Chemistry, 4 hours each term.

Mth 100. Intermediate Algebra, 4 hours.

Mth 101, 102, 103. Elementary Analysis, 4 hours each term.

Z 104, 105, 106. General Zoology, 3 hours each term.

Sc 201, 202, 203. Foundations of Physical Science, 3 hours each term.

Sc 204, 205, 206. General Physics, 4 hours each term.

#### SOCIAL SCIENCE GROUP

SSc 101, 102, 103. Background of Social Science, 3 hours each term.

Ec 201, 202, 203. Principles of Economics, 3 hours each term.

Geog 201, 202, 203. Geography, 3 hours each term.

Hst 201, 202, 203. History of Western Civilization, 3 hours each term.

Psy 201, 202, 203. General Psychology, 3 hours each term.

Soc 201, 202, 203. Sociology, 3 hours each term.

**The Lower-Division Certificate** recognizes the successful completion of two years of lower-division work. This certificate is granted upon request to students whose desire has been only to round out their general education. It does not require the scholastic average specified for the Junior Certificate, and does not admit to upper-division standing.

**The Associate in Arts Certificate** is intended for students whose aim is to round out a general education and is granted on completion of the Lower-Division Curriculum in Liberal Arts and Sciences (see below) including : completion of a minimum of 93 term hours with a grade-point average of 2.00 or higher, the required written English, general hygiene and physical education, and the required year sequences in language and literature, science, and social science.



**LOWER-DIVISION CURRICULUM IN LIBERAL ARTS AND SCIENCES**

Junior Certificate

Lower-Division Certificate

Associate in Arts

**First Year**

	Term hours		
	F	W	S
English Composition (Eng 111, 112, 113).....	3	3	3
Year sequence in one of the three groups.....	3-4	3-4	3-4
Year sequence in another of the three groups.....	3-4	3-4	3-4
Physical Education .....	1	1	1
Personal Hygiene (H 150).....	2		
Electives .....	1-3	4-6	5-7
	<u>16</u>	<u>16</u>	<u>16</u>

**Second Year**

Year sequence in one of the groups begun in the first year.....	3-4	3-4	3-4
Year sequence in a third group.....	3-4	3-4	3-4
Physical Education .....	1	1	1
Electives .....	7-9	7-9	6-9
	<u>15</u>	<u>15</u>	<u>15</u>

**Summer Session 1952**

The colleges of education have been authorized by the State Board of Higher Education to lengthen the 1952 Summer Session to eleven weeks. The calendar will be available in the 1952 Summer Session catalog.

**Admission Requirements.** The only requirement for admission to the summer session is ability to do the work. Students who wish to become candidates for graduation from the Oregon College of Education, however, must satisfy regular entrance requirements. Students wishing to work toward graduation from the three-year or the degree curriculum should file with the registrar complete official transcripts covering all school work above the eighth grade.

**Admission to Supervised Teaching.** Since enrollment in Supervised Teaching must be limited, application should be made not later than May 10, 1952. The prerequisites for Supervised Teaching are listed in another section of this catalog. Because of limited facilities, regular students may not begin Supervised Teaching in the summer session. Experienced teachers and students who can complete graduation or regular certification requirements are eligible for Supervised Teaching in the summer session.

**Student Load.** Twelve term hours of work will be considered a maximum student load in the summer session.

**Expenses.** Detailed information regarding tuition, fees, board and room, and other expenses will be available at a later date.

**Course Offerings.** The courses to be offered will be announced in a special bulletin to be available in April, 1952. They will be chosen from the courses listed in this catalog, supplemented by special courses designed to meet the needs of experienced teachers and administrators.

Beginning freshman courses will be offered during the summer session, making it possible for high-school graduates to enter college at that time.

**Schedule.** The schedule of hours and rooms can be obtained during the spring term, 1952, by writing to Registrar, Oregon College of Education, Monmouth, Oregon.



# Description of Courses\*

## The Arts

### Art

Associate Professor: PEARL B. HEATH; Instructor: SYLVIA JANE CLAGGETT;

#### Lower-Division Courses

**A 211. Art Structure I.** 3 hours.

The elements of design, color, and representation as they are related to the needs of the student. Creative work is stressed, the student receiving actual experience in different media.

**A 212. Art Structure II.** 2 hours.

Principles of design, structural and decorative; application through various media; foundation material for design in school work. Prerequisite: A 211.

**A 217. Lettering.** 1 hour.

Lettering, including a study of historic styles such as Roman, Gothic, Old English, as well as the modern decorative, manuscript, and poster types.

**A 218. Crafts.** 2 hours.

Application of original designs to glass etching, metal etching, foil metal tapping, plaster carving, leather, stencil, plastics, and wood.

**A 219. Pottery.** 2 hours.

Ceramic designs, clays and glazes. The processes used in ceramic production, building, glazing, and firing.

**A 220. The Print.** 2 hours.

Problems in silk screen printing; linoleum blocking in several colors; textile painting.

#### Upper-Division Courses

**A 311. Art Structure III.** 3 hours.

Evaluation of the various approaches to the creative art experiences made possible in the flexible course of study. Lectures, reading, and discussions deal with recent trends of art expression relative to individual needs at various age levels from primary through the junior high school. Prerequisite: A 211, 212.

**A 312. The Puppet Show.** 2 hours.

Construction of puppet theaters, construction and costuming of puppets, and the actual production of a puppet play. Materials used are easily obtainable in any community.

**A 315. Design in Metal.** 2 hours.

Application of design and construction of objects in copper, brass, silver, aluminum, and gold. Emphasis on relation of parts, unity of form, and decoration. Process includes etching, soldering, and stone setting.

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\* Courses with numbers ending in "s" are offered in summer session only.



**A 316. Clay Modeling.** 2 hours.

Clay modeling, including animal forms, figurines, mould making, casting, glazing, and firing. Applicable to classroom use.

**A 317. Head and Figure Construction.** 2 hours.

Study and observation of the significant elements of line, color, and space relations. Sketching from human model—all media.

**A 318. Painting.** 2 hours.

Instruction in use of oil or water color. Study in light, color, texture, and space relations. Prerequisite: consent of instructor.

**A 351. Outdoor Sketching.** 2 hours.

Composition in light, shade, color; various media. Classes are held out-of-doors with study of trees, landscape, and other subjects of interest to the class.

**A 352. Art in Environment.** 2 hours.

Study and class participation in fruit and flower arrangement; classroom decoration; analysis of color, texture, and line applied to clothing; discussion of home and civic improvements related to daily life.

**A 353. Art Appreciation.** 2 hours.

Designed to offer an appreciative study of painting, architecture, sculpture, and the minor arts in the 19th and 20th centuries; principles and fundamentals of appreciation. No studio work is done, but lectures, outside reading, slides, and class discussion are used.

### Music

Associate Professors: FLORENCE WHITE HUTCHINSON, DENISE MURRAY;  
Assistant Professor: CHARLES DONALD STOWELL.

#### Lower-Division Courses

**Mus 111. Music Theory I.** 3 hours.

Four-part writing, using primary triads and dominant seventh in all inversions. Original work and simple harmonic analysis. Prerequisite: Mus 281 and Mus 282.

**Mus 112. Music Theory II.** 3 hours.

Part writing from figured basses and given sopranos. Use of primary and secondary triads in all inversions; dominant seventh and secondary sevenths in all inversions; nonharmonic tones; original work and continuation of harmonic analysis.

**Mus 127, 128. Music History and Appreciation.** 3 hours each term.

Understanding and appreciation of music by means of listening experiences dealing with compositions of different styles and periods in history.

**Mus 181, 182, 183. Class Lessons in Voice.** 1 hour each term.

The essentials of singing, including tone production, diction, style, and interpretation.

**Mus 190. Individual Instruction.** 1 or 2 hours each term.

Individual instruction in voice, piano, band and orchestral instruments.

**Mus 192, 193, 194. Class Lessons in Piano.** 1 hour each term.

Elementary piano course including rhythm, notation, keyboard, and transposition.

**Mus 281. Music I. Introductory Course in Music.** 3 hours.

A musical background for the elementary-school teacher; singing children's song material; acquiring good vocal habits; reading music; experiencing



simple problems in rhythm; listening to music; analyzing its forms; learning keys, scales, intervals, primary chords, and their application to the piano keyboard.

**Mus 282. Music II. Music Reading and Ear Training.** 3 hours.

Acquiring more skill in reading song material; more advanced rhythmic patterns; major and minor modes; two-, three-, and four-part music; chording; ear training; dictation.

**Mus 283. Music III. Music Education.** 3 hours.

The close relationship between music education and other areas in education; planning a musical environment; directing the experiences of children in music; studying principles and procedures in teaching music skills.

**Mus 290. Musical Activity.** 1 hour each term.

Participation in organized choir, orchestra, or band. Open to students who pass the necessary tests of ability. Each activity meets three periods per week.

Upper-Division Service Courses

**Mus 335. Elementary Band and Orchestra Management.** 3 hours.

A course designed to give training in elementary band and orchestra and in methods of organizing beginning bands and orchestras. Emphasis is placed upon actual performance on strings, woodwind, brass, and percussion instruments. Training and rehearsal procedures are demonstrated with members of the class as a playing group. Instruments are provided by the College.

**Mus 433. Choral Conducting.** 2 hours.

The organization and direction of choruses and the selection of material for choruses in the elementary grades.

## Education and Psychology

Associate Professors: LOUIS KAPLAN, DELMER RALPH DEWEY, LUCIUS ELDER FORBES,  
EMMA FRANCES HENKLE; Assistant Professors: ROBERT BENJAMIN DENIS BARON,  
H. KENT FARLEY, ALICE MARY HEENAN, DESSA HOFSTETTER, OMA BELLE  
EMMONS MCBEE, HENRIETTA B. WOLFER;  
Instructor: MARTHA THURM HOCKING.

### Education

Upper-Division Courses

**Ed 312. Educational Psychology.** 3 hours.

Latest contributions to educational psychology from experimental education and psychology, with special attention to the psychology of learning. Emphasis is placed on the results of scientific research and experimentation. Prerequisite: Psy 201, 202.

**Ed 344, 345, 346. Physical Education in the Elementary Grades.** 1 hour each term.

Theory and practice in rhythm; singing games, group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluating program with reference to basic principles of physical education.

**Ed 350. Elementary School Curriculum.** 3 hours.

Study of present trends in elementary-school curriculum development. A brief historical survey is made and the basic principles underlying modern curriculum organization are studied. Current views of the functions and objectives of the elementary school, their implications for curriculum development and educational practices, and problems in scope and sequence are considered. Cooperative experience in curriculum building is included.



**Ed 351. Health Education.** 2 hours.

Teaching of health education with emphasis on health knowledge, health attitudes, and health habits of school children, and the development of a health-service program. Special study of the state health-education program. Prerequisite: Sc 101, 102, 103; H 150.

**Ed 354. Introduction to Education.** 3 hours.

Introduction to the field of education, including a historical survey of the American public-school system; the importance of public education to the life of the republic; the relation of the school to other social agencies; the relationship of education to other professions; the opportunities for service in the principal fields of educational work; current issues in American education; and the desirability of having a working philosophy of education.

**Ed 358. Primary Education.** 4 hours.

Principles and procedures of curriculum for primary grades; the young child studied in relation to home, primary school, and other agencies in the community. Designed to acquaint students with modern teaching procedures and materials, and to provide opportunity for application of sound psychological principles to guidance of children's learning. Class discussion, observations in the training schools, and organization of teaching materials. Prerequisite: Ed 354, Psy 201.

**Ed 359. Intermediate and Upper-Grade Education.** 4 hours.

Principles and procedures of curriculum for intermediate and upper grades. Designed to acquaint student with modern teaching procedures and materials and to provide opportunity for application of sound psychological principles to guidance of children's learning. Class discussion, observation in the training schools, and organization of teaching materials. Prerequisite: Ed 354, Psy 201.

**Ed 361. Preprimary Education.** 3 hours.

An evaluation of the preprimary period in terms of the opportunities it affords to build up good attitudes toward school life, to help the child to adjust himself to the group, to build up good habits of work, and to develop a readiness for subjects in the first-grade curriculum, such as reading, numbers, and language.

**Ed 362. Story Telling.** 2 hours.

Materials, techniques, and principles underlying the presentation of poetry and stories for very young children, with actual practice under supervision in their presentation.

**Ed 372. School Administration.** 3 hours.

Problems of the principal in connection with the organization and administration of the elementary school; finance, transportation, important school legislation, buildings, and equipment.

**Ed 380. Elementary-School Library.** 2 hours.

Organization, administration, and development of the elementary-school library, including instruction in simple methods of handling essential technical, mechanical, and business processes; the care and repair of books; evaluation of reference materials useful for both teacher and children; stimulation of wider use of books for study and recreation; utilization of the library resources of Oregon, and service of the school library to the community.

**Ed 406. Problems in Elementary Education.** 2 to 6 hours.

A seminar-type reading and conference course designed as an elective for candidates for the bachelor's degree in elementary education. It will embrace study and investigation of selected problems in teaching to meet needs of individual candidates.



**Ed 408. Methods and Materials.** 3 hours, maximum 6 hours.

Problems and methods in selecting and organizing materials for instruction; comparison and evaluation of methods, laboratory techniques, supplies, equipment; economy of time and materials. Teaching courses required in minors. The following are given: (a) teaching of art; (m) teaching of music; (s) teaching of science; (ss) teaching of social science; (pe) teaching of physical education.

**Ed 415. Supervised Teaching.** 5 hours each term.

At the beginning of the year the student is assigned a representative load of supervised teaching affording him opportunity to make actual adjustment to schoolroom situations; to make actual application of the principles laid down in his theory courses; to be directly responsible for the progress of children; to develop skill in the technique of teaching and schoolroom management. Supervised teaching is required throughout the entire year, during which time the student has opportunity to teach in all the grades from the first through the eighth. Prerequisite: third-year standing, Ed 354, 358, 359.

**Ed 418. Educational Tests and Measurements.** 3 hours.

Presentation of standardized tests in the various subjects taught in the elementary schools and in group intelligence tests, the uses and limitations of such tests, the general principles of classroom test making, and practice in administering, scoring, and interpreting various tests given in the elementary school.

**Ed 435. Audio-Visual Aids in Education.** 3 hours.

Survey of the development and use of classroom films, slides, radio, electrical transcription, and kindred visual and auditory aids in teaching; sources and appraisal of audio-visual aid material, and their practical use.

**Ed 443s. Curriculum Workshop.** 3 hours.

For individuals and groups who wish to work on their own projects in the construction of courses of study, units, or other curriculum materials. The resources of the Model Library and a large collection of courses of study, textbooks, and free materials are available, together with the guidance and assistance of a staff of counselors in the various subject fields. Prerequisite: Ed 350 or its equivalent, or consent of instructor.

**Ed 448, 449. Industrial Arts for Elementary Schools.** 3 hours each term.

Crafts applicable to classroom and activity programs of elementary school; selection and organization of curricular content of industrial arts as an expressional medium, giving motivation to other elements of the curriculum and serving as an integrating agency.

**Ed 450. The Elementary-School Principal.** 3 hours.

The function of the principal in the elementary school with special reference to the organization and development of programs for improvement of instruction, pupil placement and guidance, in-service training, administrative responsibilities, and public relations. Prerequisites: Ed 415 or teaching experience.

**Ed 456s. Effective Practices in Modern Elementary Schools.** 3 hours.

Planned to meet the needs of superintendents, principals, and teachers who wish to understand and see the practical application of modern theories of education. Students observe classes taught by expert supervisors of teaching in the training school. Ample opportunity is given for conference with the supervisor who conducts the demonstration lesson. The course covers the entire elementary field, including the primary, the intermediate, and the upper grades. The program is unified and organized to present a complete picture of modern, workable educational practices in elementary schools. Prerequisite: knowledge of elementary-school education and teaching experience.



**Ed 458. Advanced Primary Education. 2 hours.**

Planned for experienced teachers or those specializing at the primary level. Effectiveness of techniques; materials and their evaluation; solving of problems growing out of actual experience. Provides opportunity for special individual and group study in chosen areas of the primary school and construction of actual materials in relation to scientific procedures and professional goals. Prerequisite: Ed 358, teaching experience, or consent of instructor.

**Ed 459. Advanced Intermediate-Grade Education. 2 hours.**

Planned for experienced teachers or those specializing at the intermediate level. Effectiveness of techniques; materials and their evaluation; solving of problems growing out of actual experience. Provides opportunities for special individual and group study in chosen areas and application of scientific procedure to organization of new materials. Prerequisite: Ed 359, teaching experience, or consent of instructor.

**Ed 460. Applied Mental Hygiene. 3 hours.**

A study of the development of personality, personality conflicts, mechanisms of adjustment, and the basic principles of mental hygiene. Emphasis is placed on application of mental hygiene principles to personality development of teachers and of children.

**Ed 462. Special Education. 3 hours.**

A study of those types of children who do not adjust readily to the usual school and home environments. Emphasis is placed on the emotionally disturbed, the mentally accelerated, the slow learning, and the physically handicapped children. Visits are made to state institutions and agencies to acquaint students with services available.

**Ed 465. Diagnostic and Remedial Instruction in Reading. 3 hours.**

Opportunities for experienced teachers to consider the typical causes of difficulty in the reading program and to evaluate procedures to be used in remedial classes by means of lectures, demonstrations, readings, and case studies.

**Ed 466. Diagnostic and Remedial Instruction in the Skills. 2 hours.**

Opportunity to study the diagnostic and remedial treatment of difficulties in arithmetic, written and spoken language, spelling, and handwriting. Consideration is given to the prevention of errors, standardized and informal tests, the psychology of drill, practice exercises, and the provision for individual differences.

**Ed 476. School Organization. 3 hours.**

Unifying educational principles with reference to problems of school procedure, routine activities, and rural community relationships. Special attention given to management problems and community relationships that are pertinent to the smaller schools of Oregon. This course includes the study of Oregon school law and Oregon system of education.

**Ed 477. The Supervision of Teaching. 3 hours.**

For supervisors and prospective supervisors. Includes such topics as the importance of the trained supervisor; the purposes of supervision; what constitutes good supervision; the means of measuring the results of teaching; teacher rating; problems of the supervisory officer as a coordinator; the problem of the initiative of the teacher; the value of the group conference; the value of the individual conference. Prerequisite: teaching experience.

**Ed 479. Corrective-Reading Laboratory. 3 hours.**

Provides a clinical approach to the analysis and correction of problems in speech and reading. Through practice under supervision, students are given actual experience in making diagnoses of individual cases and are offered guidance in the planning and execution of corrective procedures. Recommended for experienced teachers, supervisors, and administrators.



**Ed 483. General Intelligence Testing.** 3 hours.

Administration, scoring, and interpretation of the Revised Stanford-Binet Intelligence Scales. Prerequisite: Ed 312, 418.

**Ed 484. Junior High School.** 3 hours.

Development of the junior high school, its purposes and objectives. The general organization of the school; courses of study; present practices in leading representative junior high schools; the direction of classroom activities; provision for individual differences; pupil guidance, and socialization.

**Ed 485. Principles and Practices of Guidance Services.** 3 hours.

An introduction to the field of guidance and counseling as related to the elementary school. Methods and means of assisting students with personal, educational, and vocational problems are studied. Includes studies of school policies, administration, and tests involved in a guidance program. The social agencies available to the school are also emphasized.

**Ed 492. Recent Trends in Language Arts.** 3 hours.

Designed to provide guidance and assistance to in-service teachers and other qualified students in making a survey and organizing materials related to language arts and in developing procedures and techniques of evaluation in terms of the integrated program. Through readings, class discussions, and demonstrations, students become acquainted with each of the four areas of the language arts: reading, speaking, writing, and listening.

**Ed 493. Observation of Teaching.** 1 to 3 hours.

Opportunity for experienced teachers to observe modern trends in education as demonstrated in the training schools and to discuss educational practices and theories.

**Ed 495. Principles of Education.** 3 hours.

The course seeks a re-evaluation and relation of educational goals and practices in terms of the results of the student's experience. Consideration is given the effectiveness of techniques, revisions, and amplifications of curricular practices, and the results of schooling. An analytical and critical approach is maintained to formulate an integrated philosophy of education.

## Psychology

### Lower-Division Courses

**Psy 201, 202, 203. General Psychology.** 3 hours each term.

The science of psychology, the nature of man, processes of learning, and common modes of resulting individual and social behavior. Special attention is given to the evolving social adjustments of the individual, development of an objective attitude toward himself and others, emotional conditioning, and the mechanisms of adjustment necessitated by society. Prerequisite: Sc 101, 102, 103.

**Psy 204, 205, 206. General Psychology Laboratory.** 1 hour each term.

Laboratory experimental methods coordinated with Psy 201, 202, 203, which should be taken concurrently.

### Upper-Division Service Courses

**Psy 412. Adolescent Psychology.** 3 hours.

Processes through which the normal human being reaches maturity, acquires effective use of his bodily equipment and learning capacity, and makes satisfactory personal and social adjustments. The capacities of the child to the period of preadolescence are reviewed briefly; emphasis is placed on the physical, mental, and moral changes of adolescence. Prerequisite: Psy 201, 202.



**Psy 461. Child Growth and Development.** 3 hours.

Consideration of the child as an individual and as a member of social groups. Included is a study of the kinds of home and school environment essential to the best intellectual, physical, and emotional development of the child.

The following additional courses, offered only through the General Extension Division, may be applied by elementary teachers on *emergency* certification, in accordance with regulations of the State Department of Education governing requirements for emergency certificates.

**Ed 316. Oregon School Law and System of Education.** 2 hours.**PE 411, 412, 413. Physical-Education Workshop.** (G) Limit of any 3 hours.**HE 411, 412, 413. Health-Education Workshop.** (G) Limit of any 3 hours.**Ed 455. Primary-Education Workshop.** (G) 2-5 hours.**Ed 457. Intermediate-Education Workshop.** (G) 2-5 hours.**Ed 459. Upper-Grade Education Workshop.** (G) 2-5 hours.**Ed 478. Improvement of Instruction in Reading.** (G) 3 hours.**Ed 489. Utilization of Community Resources in Education.** (G) 3 hours.**Ed 492. Recent Trends in Language Arts.** (G) 3 hours.

In addition to the above courses, the following are offered only in summer sessions and through General Extension and may be applied on permanent certification as elective courses within the limits of electives in the three- and four-year curricula for elementary and junior-high teacher preparation.

**Ed 317. Remedial Reading Clinic.** 1 or 2 hours.**Ed 331. The Crippled and Low Vitality Child.** 3 hours.**PE 406. Personal Problems of Daily Living.** (G) 3 hours.**Ed 407. Parent-Teacher Organization.** 2 hours.**Ed 409. Clinical Practices for Teachers of Deaf and Hard of Hearing.** 1 or 2 hours.**Ed 409. The Visually Handicapped Child.** 3 hours.**Ed 420. Lip Reading for Deaf and Hard of Hearing.** 3 hours.**Ed 425. Advanced Language Development for the Deaf.** 3 hours.**Ed 427. Voice and Speech for the Deaf.** 3 hours.**Ed 429. Use of Social Agency Resources by Teachers.** 3 hours.**Ed 436. Education of the Handicapped Child.** (G) 3 hours.**Ed 438. Techniques Used in Teaching Crippled and Low Vitality Children.** 3 hours.**Ed 450. Radio Education.** (G) 3 hours.**Ed 464. Remedial Reading.** 3 hours.**SEd 481. Alcohol Studies in the School Curriculum.** (G) 3 hours.**Ed 482. Intercultural Education.** (G) 3 hours.**Ed 493. Utilization of Regional Resources (Workshop).** (G) 2-5 hours.



## Health and Physical Education

Associate Professors: RUTH LAUTENBACH, ROBERT DAWSON KNOX; Instructors: JOHN JERMIAN CHAMBERLAIN, FAYE FISHEL KNOX, WILLIAM DEAN McARTHUR

### Health

#### Lower-Division Course

**H 150. Personal Hygiene.** 2 hours.

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent health behavior.

#### Upper-Division Service Courses

**H 311. Human Physiology.** 3 hours.

The structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction.

**H 325. Nutrition.** 3 hours.

Essentials of an adequate diet; the food needs of persons of different ages; the nutritive values of the common food materials; emphasis on the diet of school children.

**H 358. First Aid.** 2 hours.

First aid for emergency treatment of injuries, with emphasis on the use of knowledge as applied in everyday life and in school situations. Standard Red Cross cards are given upon successful completion of course.

### Physical Education

#### Lower-Division Courses

**PE 111, 112, 113. Physical Education.** 1 hour each term.

Emphasizes physical fitness, posture, body mechanics, basic skills of movement, gymnastics, apparatus tumbling, self-defense, rhythms, team and individual sports.

**PE 211, 212, 213. Physical Education.** 1 hour each term.

Instruction is given each term in skills, techniques, and rules of various sports and activities.

#### Upper-Division Service Courses

**PE 334. Playground Organization and Supervision.** 1 hour.

Planned to familiarize the teacher with the methods of conducting playground activities of the school. The growth and advancement of the playground movement; the construction of the playground; selection and placement of playground equipment; organization and supervision of play periods, and of special play days and field meets.

**PE 336. Club and Camp Leadership.** 3 hours.

This course is designed to prepare for club and camp counseling and leadership; includes study of established organizations such as Boy Scouts, Girl Scouts, Camp Fire Girls, and 4-H Clubs, with assistance of specialists in these fields.



- PE 341, 342, 343. **Teaching and Officiating Girls' Sports.** 1 hour each term.  
Rules, fundamentals, and team play, as well as methods of instruction, for the various sports for girls.
- PE 370. **Principles of Physical Education.** 2 hours.  
The scientific basis and background of physical education, its aims, objectives, and standards; the place of physical education in the general educational program, the present trend in physical education, and practical problems of the public-school teacher.
- PE 371. **Kinesiology.** 3 hours.  
Body mechanics, applied to all phases of the physical-education program and athletics.

### **Physical Education for Men**

#### **Upper-Division Service Courses**

- PE 346. **Coaching of Basketball.** 2 hours.  
Demonstration and discussion of the fundamentals, the individual skills, and methods of instruction.
- PE 347. **Coaching of Football.** 2 hours.  
Demonstration and discussion of the fundamentals, team play, and rules; touch football; the developing and conducting of a sports program.
- PE 348. **Coaching of Baseball.** 2 hours.  
Discussion and demonstration of the fundamentals of play in each position, the rules, and team play.
- PE 349. **Coaching of Track and Field.** 2 hours.  
Track and field events; the organization and administration of a track and field program.
- PE 350. **Teaching of Major Sports for Boys.** 1 hour.  
The seasonal sport of each term is covered with the theory of fundamentals, styles of play, and individual adaptations as to positions, with lectures and discussions covering all phases of the game.
- PE 459. **Athletic Training and Conditioning.** 1 hour.  
Study and practice in massage, bandaging, treatment of sprains, bruises, strains, and wounds; study of the importance of diet and of conditioning of athletes.

### **Physical Education for Women**

#### **Upper-Division Service Courses**

- PE 380. **Elementary Folk Dancing.** 1 hour.  
Fundamental folk-dance steps and group dances suitable for primary and intermediate grades.
- PE 381. **Advanced Folk Dancing.** 1 hour.  
Dance material for the upper grades. National folk dances, character dances, and clogging.
- PE 382. **The Modern Dance.** 1 hour.  
Fundamental dance rhythms and the composition and development of the dance.



## Home Arts

### Lower-Division Courses

**HA 201. Clothing Construction and Selection.** 3 hours.

Principles of selection and construction applied in planning and constructing garments; beauty, health, and economy in dress; good taste. Offered on demand only.

**HA 202. Foods, Nutrition, and Cookery.** 3 hours.

Basic principles of food preparation, menu making, and meal service. Offered on demand only.

**HA 203. Personal and Family Relationships.** 3 hours.

Aims to give an understanding of present-day family life and some of its problems. Offered on demand only.

## Language and Literature

Assistant Professors: FLOYD BURNAP ALBIN, JANE CATHERINE DALE, GEORGE JASPER  
HARDING, IVAN CLAIR PARKER, MARCETA JOAN SEAVEY

### English

#### Lower-Division Courses

**Eng 12. Remedial Speech.** No credit.

Establishment of proper habits of pronunciation, articulation, phonation, and diction. Elective open to any student, but required of all teaching candidates adjudged deficient in speech and voice.

**Eng 107, 108, 109. World Literature.** 3 hours each term.

A sequence in narrative prose, drama, and poetry. Complete books are studied so that the student may be familiar with some of the masterpieces in Western world literature.

**Eng 111, 112, 113. English Composition.** 3 hours each term.

A sequence to help the student communicate effectively by developing his abilities in the four communication skills: writing, speaking, reading, and listening. The course is concerned with the practical forms of communication: exposition, argument, and criticism.

**Eng 120. Essentials of Speech I.** 3 hours.

Course to give the student opportunity to develop poise and confidence in speech and to organize and present material effectively.

**Eng 121. Essentials of Speech II.** 3 hours.

Continuation of Eng 120.

**Eng 150. Journalism for Teachers.** 3 hours.

Fundamentals of reporting and writing various types of news stories and simple features; study of school publications; the newspaper as an avenue of public information. Regular class and lecture hours supplemented by laboratory periods in connection with the college newspaper. Prerequisite: Eng 111 or equivalent.

**Eng 155, 156. Typing for Teachers.** 2 hours each term.

Typing as a tool needed by teachers. First term: typing fundamentals; moderate speed with maximum accuracy; correct forms. Second term: use of typewriter by the teacher. Material from college training schools provide laboratory problems for typing. Student learns use of hectograph, mimeograph, and



typewriter in reproducing many kinds of materials. First term may not be taken for credit by any student who has had one year of successful typing in high school. First term may be taken separately. Prerequisite for Eng 156: Eng 155 or one year of high-school typing or consent of instructor.

Eng 201, 202, 203. **Shakespeare.** 3 hours each term.

The important comedies, historical plays, and tragedies. The three terms constitute a sequence but may be taken separately.

Eng 204, 205, 206. **American Literature.** 3 hours each term.

Representative American literature from its beginning to the present. The three terms constitute a sequence but may be taken separately.

Eng 218. **Creative Writing.** 3 hours.

Opportunity and encouragement for those who wish to express themselves through literary mediums. Models of essays, short stories, and poetry are studied, and original work is done in each of these branches of writing. Prerequisite: demonstrated skill in writing; Eng 111, 112, 113.

Eng 220, 221. **Forensics.** 3 hours each term.

Training and participation in debating, oratory, and extempore speaking. Credit in only one of these courses may be earned in any one year. Prerequisite: consent of instructor.

Eng 241. **Oral Interpretation.** 2 hours.

Interpretation of modern prose, poetry, and one-act plays; correction of artificiality, affectation, and self-consciousness. Programs for public presentation are studied and prepared.

Eng 247. **Appreciation of Drama.** 3 hours.

Principles and techniques of acting. Problems in analysis and interpretation of dramatic literature.

#### Upper-Division Service Courses

Eng 344. **Play Production.** 3 hours.

Studies and applications of the fundamental principles underlying play production and direction.

Eng 361. **Contemporary Literature.** 3 hours.

Contemporary novel; modern poetry and drama with emphasis on the development of new literary forms, new concepts, attitudes, and movements.

Eng 366. **The Development of the English Novel.** 3 hours.

The English novel from the beginning under Richardson and Fielding to the present.

Eng 368. **The Development of the Contemporary Novel.** 3 hours.

A study of the representative examples of the twentieth-century novel. The course is designed to promote critical awareness of the main characteristics and formative influences of contemporary literature.

Eng 388. **Children's Literature.** 3 hours.

Acquaintance with, and appreciation of, the great body of literature belonging to the elementary-school program. Investigations in the field of children's interests in reading, and in grade placement of types and pieces of literature.

#### Modern Languages

##### Lower-Division Courses

RL 11, 12, 13. **First-Year Spanish.** 4 hours each term.

Elements of pronunciation, grammar; reading and conversation. Offered on demand only.



RL 14, 15, 16. **Second-Year Spanish.** 4 hours each term.

Grammar, composition; reading of modern Spanish authors; conversational drill, including student discussion of current topics and systematic vocabulary building. Offered on demand only.

## Science and Mathematics

Professor: EDWARD FLETCHER BARROWS; Assistant Professors: ANTON POSTL, MATTHEW ROY THOMPSON; Instructor: DONALD GLEN HUMPHREY.

### Science

#### Lower-Division Courses

Ch 101, 102, 103. **Elementary General Chemistry.** 3-4 hours each term.

A year sequence aiming to give a broad survey of chemical phenomena and chemical substances; the fundamental laws and theories of chemistry; and the more important applications in everyday life and in the industries. Three lectures; 1 three-hour laboratory period.

Sc 101, 102, 103. **Biological Science Survey.** 3 hours each term.

Place of man in relation to other forms of life, with particular reference to heredity, nervous systems, organic evolution; importance of animal and plant forms as sources of food, shelter, clothing, and medicines, and as sources of disease. Two lectures; 1 two-hour laboratory period.

Z 104, 105, 106. **General Zoology.** 3 hours each term.

Introductory study of animal life dealing with the principles of animal biology; morphology, physiology, life histories of representative types of the animal kingdom. Two lectures; 1 two-hour laboratory period.

Ph 161. **Photography.** 2 hours.

For students interested in photography as an avocation. Elementary work with hand camera; developing; printing; enlarging. One lecture; 1 three-hour laboratory period.

Sc 201, 202, 203. **Foundations of Physical Science.** 3 hours each term.

A course in the elements of the branches of physical science, i.e., astronomy, chemistry, geology, meteorology, and physics. Study of the development of these fields from their earliest historical beginnings to their present-day positions and effects on society. Particular emphasis is placed on the development of scientific attitudes. Two lectures; 1 two-hour laboratory period.

Ph 204, 205, 206. **General Physics.** 4 hours each term.

A year sequence including a study of matter and physical phenomena; the fundamental laws and theories of the subject; and the common applications in everyday life and in the industries. Three lectures; 1 three-hour laboratory period.

Sc 212. **Geology.** 3 hours.

Development of understanding and appreciation of the surface features of the earth and the agencies and processes that formed and changed them; work of streams, subsurface water, wind, glaciers, marine forces, volcanism, and mountain-making forces. Identification of common rocks. Optional field trips to coast, rivers, or mountains. Three lectures; no laboratory.

Sc 222. **Astronomy.** 3 hours.

Constellations; celestial sphere; optics of telescope; the earth; orbital motion of the earth; moon; eclipses of sun and moon; spectroscopy and its use; sun; planets; law of gravitation; meteors and comets; theories of evolution of solar system. Three lectures; no laboratory.



## Upper-Division Service Course

**GS 311, 312, 313. Natural History of Oregon.** 3 hours each term.

The earth and life history of Oregon; kinds and distribution of contemporary plant and animal life; man and his relation to the environment; conservation of natural resources. Prerequisite: upper-division standing and a year sequence in general biology.

**Mathematics**

## Lower-Division Courses

**Mth 10. Elementary Algebra.** 4 hours.

**Mth 20. Elementary Geometry.** 4 hours.

**Mth 100. Intermediate Algebra.** 4 hours.

May be combined with any two, to satisfy group requirements: Mth 101, 102, 103.

**Mth 101, 102, 103. Elementary Analysis.** 4 hours each term.

Plane trigonometry, college algebra, analytical geometry.

**Mth 211. Foundations of Mathematics.** 3 hours.

Treatment of historical aspects of mathematics, social uses and relationships, mathematical principles and relationships, grade placement of content materials, appraisal of texts, workbook and tests, development of problem-solving ability, and proficiency in the fundamental skills of mathematical processes.

**Social Science**

Associate Professor: OSCAR CARL CHRISTENSEN;

Assistant Professors: RUTH HARRIETT CARTER, CHARLES JAY NOXON.

**General Social Science**

## Lower-Division Courses

**SSc 101, 102, 103. Background of Social Science.** 3 hours each term.

A factual and interpretive study of man, his culture, and his institutions. A brief survey of contemporary political, economic, and social situations and problems, with their relationship to historical periods. A year sequence furnishing the background for all social sciences and laying a basis for understanding contemporary socio-economic problems. Challenges the analytical and critical faculties of students in preparation for more detailed studies, such as courses in economics, political science, and sociology.

**SSc 111. Orientation.** 1 hour.

A course in effective adjustments to college and social needs. Effective means and methods of study; use of the library; time budgeting; importance and spacing of reviews; the amount and type of recreation suitable; social adjustments for happy and effective living; means and methods of modifying personality deficiencies.

## Upper-Division Service Courses

**SSc 331s. The International Scene.** 3 hours.

Present-day world tendencies, with interpretations. Topics for special emphasis are: democracy, communism, fascism, zionism, antisemitism, and inter-



nationalism. For the purpose of strengthening background, some attention is devoted to the teachings of Gobineau, Hegel, Kropotkin, Machiavelli, Marx, Nietzsche, Paine, and Rousseau. Open to third- and fourth-year students.

**SSc 411, 412. Contemporary Problems.** 3 hours each term.

A study of modern social, political, and economic problems from the standpoint of sociology, economics, psychology, biology, genetics, and the interference of civilization with the processes of natural selection. Prerequisite: Sc 101, 102, 103; SSc 101, 102, 103; Psy 201, 202.

### **Economics**

#### **Lower-Division Courses**

**Ec 201, 202, 203. Principles of Economics.** 3 hours each term.

Social phenomena due to the wealth-getting and wealth-using activities of man; all other phases of man's life insofar as they affect his social activity in this respect; wealth; capital and income; driving forces of economic life; the industries of production; money; the interaction of supply and demand; the interpretation of the meaning of the law of supply and demand; consumption; capitalism and alternative economic systems.

### **Geography**

#### **Lower-Division Courses**

**Geog 201, 202, 203. Geography.** 3 hours each term.

A study of the field of geography with emphasis on human activities, interests, and welfare. Scientific investigation of geographic environment and its influence; major geographic features of the continent; geographical distribution and development of the principal agricultural and mineral resources of the world; racial and historical influences upon territorial expansion and national integrity; political problem areas of Europe, Africa, and Asia; geographic problems involved in international harmony.

#### **Upper-Division Service Courses**

**Geog 313s. Geography of Oregon.** 2 hours.

Economic study of the distribution of population and industries of Oregon and the Pacific Northwest in relation to the geographic environment of the entire area; special emphasis will be placed on Oregon.

**Geog 326. Geography of Europe.** 3 hours.

The geographic backgrounds of European civilization; present-day regional and political adjustments to environmental conditions; geographical aspects of European colonial expansion; analysis of the geographic individualities of the major countries, and the relations between human life and natural environment.

**Geog 329. Geography of North America.** 3 hours.

A course providing a basic understanding of economic and social activities in the major human-use regions of the home continent; description, analysis, and interpretation of the present occupancy pattern of the major regions of the United States; brief survey of Canada, Mexico, and the Caribbean regions.

**Geog 330. Geography of South America.** 3 hours.

A course dealing with the economic and social development of the countries of South America; raw materials; potential markets; inter-American relations.



**Geog 331. Geography of Asia.** 3 hours.

A study of the economic and social development of the countries of Asia; the economic bases of human life; problems of population pressure; trends in economic and political exploitation; and the geographic backgrounds of oriental and occidental interrelations.

**History**

## Lower-Division Courses

**Hst 201, 202, 203. History of Western Civilization.** 3 hours each term.

The development of Western civilization from early beginnings to the present time; political, social, and cultural factors; present conditions and problems. The three terms constitute a sequence but may be taken separately.

## Upper-Division Service Courses

**Hst 377. History of Oregon.** 2 hours.

Historical and cultural development of the Oregon country.

**Hst 378, 379. American History and Government.** 3 hours each term.

A study of the development of the American nation, with emphasis on its political and social concepts. Attention is given to the factual and causal elements entering into the historical growth of the country, to the form and function of its government, and to the adaptations that have been made to changing social and economic conditions. Hst 378 covers the period through the Civil War; Hst 379 since the Civil War.

**Political Science**

## Upper-Division Service Course

**PS 380. Comparative Government.** 3 hours.

Comparative study of the governments of representative foreign powers. Prerequisite: a course in American government or consent of instructor.

**Sociology**

## Lower-Division Courses

**Soc 201, 202, 203. Sociology.** 3 hours each term.

Analysis of social organization and culture; human nature; social changes and movements as affected by culture; biological and physical environmental factors; a survey of the various social problems as well as the methods of investigation.



# Graduates 1949-50

## DEGREES—BACHELOR OF SCIENCE AUGUST 1949

Howard D. Anderson, Madras  
Isabella Blair Armitage, Sheridan  
Wallis Hall Atkinson, Salem  
Margaret Jean Auld, Newberg  
Lucille Frances Bailey, Portland  
Marjorie Blenkinsop, Portland  
Leo B. Blodgett, Washougal, Wash.  
Nancy M. Bourquin, Beaverton  
Ben F. Brandon, Monmouth  
Rosella McNeff Brutka, Brooks  
Ronald F. Byers, Springfield  
Elsie Jane Cavender, Portland  
Selma Esther Cleveland, Dallas  
Helen B. Coates, Corvallis  
Francis Barr Current, Monmouth  
Leola Marcia Daniels, Monmouth  
Elsie Vostral Etzel, Portland  
Mildred Duff Fenimore, Salem  
Eunice Tunnicliff Fleener, Salem  
Arlene Elizabeth Frogley, Salem  
Harold F. Gierloff, Monmouth  
Paul A. Gordon, Vernonia  
Melba Miller Gretsche, Sweet Home  
Clarence F. Grukke, Portland  
Helen Dolores Haickel, Portland  
Evelyn Beth Hall, Jefferson  
Reta Thomas Harrington, Portland  
Harvey Edward Harris, Beaverton  
Alvin Albert Hayden, Brownsville  
Robert Lee Hayden, Eugene  
Lota M. Heigel, Portland  
Phyllis Patricia Heisler, Portland  
Evelyn Marie Hilfiker, Salem  
Marion A. Hill, Portland  
Louise Albee Hiller, Portland

Alvin William Hoerauf, Lebanon  
Alvin H. Hulse, Corvallis  
Charles Hamilton Jones, Independence  
Stanley Karejwa, New York  
Evelyn Amy Kent, Salem  
Charleen Ellen Kirchem, Oregon City  
John William Lamers, Monmouth  
Edna Petersen Leever, Albany  
Richard Alfred Lewis, Portland  
Harold Richard Lohbeck, Portland  
Donald Lundberg, Albany  
Harryette Whitfield Masonic, Portland  
Blanche E. McBee, Corvallis  
Shirley Elizabeth McKenzie, Sixes  
John Gilbert Nasman, Monmouth  
Velma Johnson Pearson, Monmouth  
Lucile Clark Pepper, Monte Vista, Colorado  
Sam Floyd Ramey, Monmouth  
Elisabeth Rooper, Antelope  
Marjorie H. Ruppert, Stanford, Calif.  
Belva Pringle Sappenfield, Portland  
Bertha Hay Shaw, Westport  
Robert Joseph Shine, Monmouth  
Dorothy May Stafford, Portland  
Madge Hawley Shull, McKenzie Bridge  
Ivan M. Stewart, Monmouth  
Marshall M. Summers, Sherwood  
Anna Mae Ramey Thibault, La Grande  
Lillian S. Van Loan, Corvallis  
Carmalite I. Weddle, Salem  
Effie M. Westensee, Salem  
Ray Arthur Williams, Monmouth  
Marie Coughlin Wood, Albany  
Marjorie Joyce Woods, Albany

## DECEMBER 1949

Eva Marie Fleischman, Monmouth  
Florence Adeline Fuller, Portland

Nan Jean Thomas, Portland  
Margaret Swigart Watson, Coloma, Mich.

## MARCH 1950

Mary E. Adkisson, Portland  
Inabell Cox Cook, Independence  
Eldred Bradford Dodson, McMinnville  
Chester S. Bumbarger, Colton  
George O. Forgard, Salem  
Dorothy Albright Fox, Camas, Wash.

Chester M. Hogan, Grants Pass  
Gene Frederick Holweger, Springfield  
Henry Clay Ruark, Independence  
Irving K. Underwood, Salem  
Aubrey C. Van Loo, Cornelius

## JUNE 1950

Lois Hansmann Agee, Monmouth  
Wallace Clifford Agee, Monmouth  
Marjorie Ann Akerson, Portland  
Sue Hicks Amacher, Portland  
Clayton C. Anderson, Salem  
Lois Irene Anderson, Cottage Grove  
Freda Baughman, Longview, Wash.  
Edward Jason Belknap, Monmouth  
Vivian May Boyce, Salem  
Susan Broadbent, Portland  
Norval Carr, Havre de Grace, Md.  
Gilbert B. Christian, Portland  
Clara Pearl Davis, Hillsboro  
Gale Davis, Monmouth  
William D. Floyd, Klamath Agency  
Barbara Ellen Gates, Hillsboro  
Ralph William Gibbs, Springfield  
Irene Gerold Hake, Fall Creek  
Frances Palmer Hall, Monmouth  
Walter R. Hamer, Monmouth  
Warren B. Hamilton, Jr., Monmouth  
Marvin Hiebert, Dallas  
Walter Edward Jarvie, Monmouth

Mary Lewis Johnson, Portland  
Thelma Naomi Johnston, McMinnville  
Dorothy Lee Kirkpatrick, Portland  
Vera W. Knutson, Portland  
James Dixon Lemon, Monmouth  
Sabina Schmidt Morison, Salem  
Vera Smith Nasman, Monmouth  
J. Marion O'Brien, Dallas  
Carl Davis Peoples, Monmouth  
Harry David Peters, Dallas  
Joan A. Powell, Lebanon  
JoAnne Premazzi, Cottage Grove  
Hugo William Schwabe, Silverton  
Herbert D. Schunk, Monmouth  
Charles Richard Shearer, Monmouth  
Enid Phelps Shee, Tigard  
Maxwell Simpson, Junction City  
Ruth Simpson, Junction City  
Wilma Rose Spacek, Harrisburg  
Ward B. Stanley, Estacada  
Mildred Louise Wilson, Scotts Mills  
Elinor Marie Winther, Petersburg, Alaska



## DIPLOMAS, THREE-YEAR COURSE

## AUGUST 1949

Margaret Nys Anderson, Portland  
 George J. Boehm, Seaside  
 Caroline A. Brace, McMinnville  
 Barbara Jane Brose, Portland  
 Hazel Elsie Buckingham, Monroe  
 Bessie M. Caldwell, Portland  
 Lillie Dell Dibblee, Eugene  
 Florence Adeline Fuller, Portland  
 Gladys M. Gotchall, Milwaukie  
 Edna F. Greene, Portland  
 Arlene M. Hagerup, Astoria  
 Gerald Wilbert Hamann, Independence  
 Worley M. Havelly, Portland  
 Desmond Hetrick, Scio  
 Forest Haden Hollyman, Toledo  
 George W. Jensen, Jr., Monmouth

Lucille Marie Kestek, West Linn  
 Dorene H. Larimer, Portland  
 Flora G. Milam, Portland  
 Jessie More Miller, Portland  
 Bessie Britt Moholt, Rainier  
 Betty Baldwin Parrett, Albany  
 Agnes Alexandria Ramvick, Astoria  
 Marie Hering Rapert, Gresham  
 Lonna Powell Staab, Portland  
 Margaret Anne Sweetland, Salem  
 Deborah J. Towne, Portland  
 Irving K. Underwood, West Salem  
 Winifred Eyre Walker, Salem  
 Mary Elizabeth Watkins, Seattle, Wash.  
 Helen Duncan Williams, Monmouth

## DECEMBER 1949

Cora Rosamond Almon, Lebanon  
 Margaret T. James, Portland

Marjorie Munson Mason, Ashland  
 Susan Jane Miller, Eugene

## MARCH 1950

Gladys Freeland Harper, Portland  
 Willis E. Keithley, Scio

Janess E. Sutherland, Milwaukie  
 Marilyn Marie Schrunck, Scio

## JUNE 1950

Elnora Jean Aydelott, Eugene  
 Mary Jane Case, Salem  
 Roger C. Christensen, Portland  
 Joanna Lee Clemenson, Canby  
 Ola Jacqueline Cristensen, Springfield  
 David N. Dillon, Monmouth  
 Betty Jean Dooley, Buxton  
 David A. Harding, Salem  
 Betty Agnes Hiebert, Salem  
 Elizabeth Emily Hoyser, Salem  
 Gayle Renee Jacobs, Harrisburg  
 Herman H. Johnson, Monmouth  
 Jimmie A. King, Monmouth  
 Alice Marguerite Luhde, Falls City

Ann Elizabeth Petty, Monmouth  
 Rodney William Petty, Monmouth  
 Donald Harvey Plummer, Salem  
 Edna Myrtle Rike, Halsey  
 Ila Schweizer Schunk, Monmouth  
 Margaret Jean Sears, Marcola  
 Thelma Priscilla Serbousek, St. Helens  
 Nelda Lucile Sitz, Burns  
 Ivan Lawrence Smith, Monmouth  
 Janet Sweet, Beaverton  
 Ruth I. Thomas, Creswell  
 Stella Bellingham Trenholm, Birkenfeld  
 Elizabeth W. Vincent, Jewell  
 James E. Wilson, Monmouth

## JUNIOR CERTIFICATES

## MARCH 1950

Harold McCauley, Salem

## JUNE 1950

Wade Compton Carter, Salem  
 Donald Day Davis, Independence  
 Philip A. Janz, Turner

John Penn Letterman, Falls City  
 Robert W. Phillips, Independence



# Summary of Enrollment and Graduates, 1949-50

## ENROLLMENT BY TERMS AND CLASS, REGULAR SESSION, 1949-50

	Fall 1949	Winter 1950	Spring 1950	Total
First Year.....	225	179	168	
Second Year.....	187	184	168	
Third Year.....	121	115	125	
Fourth Year.....	50	73	92	
Special.....	11	14	24	
Total by Terms.....	594	565	577	1736

## CUMULATIVE ENROLLMENT FOR REGULAR SESSION DISTRIBUTED BY CLASS, SEX, AND CURRICULUM

	Lower Division			Teacher Training			Total
	Men	Women	Total	Men	Women	Total	
First Year.....	39	14	53	83	97	180	233
Second Year.....	39	....	39	81	84	165	204
Third Year.....	....	....	....	67	71	138	138
Fourth Year.....	....	....	....	60	49	109	109
Special.....	1	....	1	12	19	31	32
Total.....	79	14	93	303	320	623	716

## CUMULATIVE ENROLLMENT FOR SUMMER SESSION, 1949, AND REGULAR SESSION, 1949-50

	Men	Women	Total
Summer Session 1949.....	159	494	653
Cumulative Enrollment for Year 1949-50, including Summer Session 1949.....	479	773	1252

## SUMMARY OF CERTIFICATES, DIPLOMAS, AND DEGREES

	Junior Certificates			Diplomas— Three-Year Course			Degrees— Bachelor of Science		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
August 1949.....	..	....	..	7	24	31	26	43	69
December 1949.....	..	....	..	..	4	4	....	4	4
March 1950.....	1	....	1	1	3	4	8	3	11
June 1950.....	5	....	5	9	19	28	21	24	45
Total.....	6	....	6	17	50	67	55	74	129



## Oregon State System of Higher Education

THE Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a federal survey of higher education in Oregon, includes all the state-supported institutions of higher learning. The several institutions are now elements in an articulated system, parts of an integrated whole. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized, technical, and professional curricula closely related to one another.

The institutions of the State System of Higher Education are the University of Oregon at Eugene, Oregon State College at Corvallis, the Oregon College of Education at Monmouth, the Southern Oregon College of Education at Ashland, and the Eastern Oregon College of Education at La Grande. The University of Oregon Medical School and the University of Oregon Dental School are located in Portland.

Each of the five institutions provides the general studies fundamental to a well-rounded education. At the three colleges of education general and professional studies are combined in the teacher-education curriculum; students who do not plan to become elementary-school teachers may devote their time exclusively to lower-division studies in the liberal arts and sciences or (at Southern Oregon and Eastern Oregon colleges of education) to approved lower-division programs in semiprofessional fields.

At the University and the State College two years of unspecialized work in liberal arts and sciences are provided on a parallel basis in the lower division. Major curricula, both liberal and professional, are grouped on either campus in accordance with the distinctive functions of the respective institutions in the unified State System of Higher Education.



## State Board of Higher Education

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LIEF S. FINSETH, Dallas

FRANK VAN DYKE, Medford

EDGAR W. SMITH, Portland

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### OFFICERS

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R. E. KLEINSORGE.....Vice President

### EXECUTIVE COMMITTEE

EDGAR W. SMITH

LIEF S. FINSETH

R. E. KLEINSORGE

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CHARLES D. BYRNE, Chancellor  
Secretary of the Board

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Office of the State Board of Higher Education  
Eugene, Oregon



# Oregon State System of Higher Education

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FREDERICK MAURICE HUNTER, Ed.D., LL.D., Honorary Chancellor

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President, University of Oregon

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President, Oregon State College

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Dean, University of Oregon Medical  
School

ROBEN JOHN MAASKE, Ph.D.  
President, Oregon College of Educa-  
tion

ELMO NALL STEVENSON, Ed.D.  
President, Southern Oregon College  
of Education

RODERICK GLEN LANGSTON, Ed.D.  
President, Eastern Oregon College of  
Education

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## Office of the Chancellor

RICHARD LYLE COLLINS, M.A., C.P.A.....Budget Director  
TRAVIS CROSS, B.A.....Director of the Division of Information

## Business Office

HERBERT ARNOLD BORK, M.S., C.P.A.....Comptroller  
JOHN L. WATSON, B.B.A., C.P.A.....Assistant Comptroller  
HAROLD ROWLEY, B.S.....Chief Accountant  
WILLIAM RALPH STOVALL.....Assistant Chief Accountant  
THOMAS FRANCIS ADAMS, B.S.....Cost Accountant and Property Custodian

## Teacher Education

PAUL B. JACOBSON, Ph.D.....Director of High-School Teacher Education  
ROBEN JOHN MAASKE, Ph.D.....Director of Elementary Teacher Education

## General Extension Division

JOHN FRANCIS CRAMER, D.Ed.....Dean and Director of General Extension  
VIRON A. MOORE, M.S.....Assistant Director of General Extension

## Libraries

WILLIAM HUGH CARLSON, M.A.....Director of Libraries  
ELZIE VANCE HERBERT.....Head of Orders Department  
IMOGENE CUSAC, B.A., B.A. in L.S.....Cataloger for Union Catalog

## High-School Relations

ERIC DEAN ANDERSON, M.A.....Executive Secretary



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